



# New Helles

English for Preparatory Schools

Year Three

Student's Book and Workbook

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### Scope and sequence

Skills Language Life Skills, Values and Issues

#### 1 Around town

Page 2

Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend

**Writing:** A fact file; a paragraph about your city; a reply to an email; a text invite

Listening: Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out Speaking: Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions

#### Prepositions of time and place (revision)

On Friday afternoon, I often go to Lake Timsah.
I have tennis lessons at the sports

I have tennis lessons at the sports centre at 9 am.

#### The present simple for scheduled events

What time does the exhibition start? The first metro train leaves at 8.20. The film starts at nine o'clock.

**Life Skills:** Decision making; respect for diversity **Issues**: Citizenship: loyalty

#### 2 Let's go shopping

Page 12

**Reading:** An online support message; an advert for handicrafts; online reviews

**Writing:** Emails asking for and giving information about handicrafts; an online review

**Listening:** A radio advert; a conversation in a shop; a phone call making a complaint

Speaking: Talking about things in the home: buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint

#### The comparative and superlative (revision)

Televisions are more expensive than kettles.

The most useful thing in my kitchen is the fridge.

It is better to buy clothes in shops than online.

#### both, either, neither

I want to buy both a drink and a snack. We can get either a free speaker or a free film.

Neither Fares nor Imad can come to the beach.

Life Skills: Self-management:

**Values:** Self-esteem: independence

Issues: Citizenship: awareness of rights

#### 3 My community

Module 1: Where I live

Page 22

**Reading:** An article about a plan to help people; a community social network page; *David Copperfield*; an online message about a community project

Writing: An article about how to help people; a social network message about a community problem; a survey about your community Listening: A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other Speaking: Describing communities and community problems; using formal and informal introductions and greetings

#### Present continuous for future plans and arrangements (revision)

We're starting a project next month. They're discussing this problem at the next community meeting.

#### Going to for future plans and intentions (revision)

We're going to start our own social network service.

The street is going to be closed on Saturday.

#### Adjectives ending in -ing or -ed The handball match was exciting.

The handball match was exciting. I am excited to watch the match.

Life Skills: Respect for diversity; participation: responsible behaviour Values: Coexistence: acceptance of others; participation; respect Issues: Citizenship: loyalty and belonging; Issues of globalisation: digital citizenship; Discrimination issues: discrimination against the elderly, women, children and people with special needs

#### 4 Have you ever travelled by plane?

Page 34

Reading: A report about experiences; texts about life experiences; The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn; a text about someone's life

**Writing:** A story about something that happened in your life; a timeline of a person's life events; a biography of a person

**Listening:** An interview about someone's life; an account of something bad that happened to someone

**Speaking:** Talking about experiences; asking and answering questions about experiences; telling a story

The past simple (revision)
Last year, I visited Cairo.

We moved to the city three years ago.

The present perfect with ever or never

Have you ever been to a football match?

They have never travelled by a plane.

The present perfect with for and since

We've been married for over 50 years. They've known each other for a long time. Life Skills: Communication Values: Work ethics Issues: National unity

#### 5 Young role models

Page 44

Reading: A text about a business person; a biography of a friend; an article about a sports tournament; a biography of a tennis player Writing: A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model

**Listening:** A conversation about a role model; an interview with an inventor; a conversation sharing good news

**Speaking:** Discussing jobs; talking about sports tournaments; responding to good news

The past simple and the present perfect (revision)

Sami passed his exams last week. I have visited lots of interesting cities in my country.

The present perfect with yet and already

She hasn't been to another country yet.
Has she learnt a musical instrument yet?

She's played in two concerts already.

Life Skills: Respect for diversity

Values: Transparency and honesty: safely give and receive feedback

**Issues:** Issues of globalisation: leading role

models

#### 6 What's wrong?

Page 54

**Reading:** An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem

Writing: A response to a blog; a paragraph about ways to relax; an email of apology; an email suggesting how to help a friend; a poster helping people with mental health issues

Listening: A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems Speaking: Discussing teenage

worries; showing that you are listening; suggesting solutions to problems must / mustn't; have to / don't have to; should / shouldn't; might (revision)

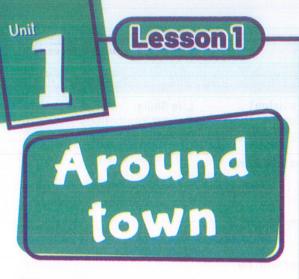
Friends must keep secrets. I have to be good at science subjects.

You don't have to see this as a negative thing.
You should talk to them.

They might be more understanding than you think.

had to / didn't have to; was / wasn't able to; could / couldn't

I had to tell my parents. I didn't have to do what my friends suggested. I was able to say sorry to Fawzi. They couldn't understand why I did it. Life Skills: Empathy
Values: Objectivity: good
listening to others; Selfesteem and coexistence
Issues: Health and population
issues: therapeutic health,
preventative health



Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend

Writing: A fact file; a paragraph about your city; a reply to an email; a text invite

**Listening:** Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out

**Speaking:** Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions

Language: The present simple for scheduled events
Life Skills: Decision making; respect for diversity

#### **Discuss**

- 1 Read where some places are. Can you find which places they are on the map?
  - 1 It's next to the market.
  - 2 It's opposite the library.
  - 3 It's on the corner of the botanical gardens.
  - 4 It's between the museum and the restaurant.
  - 5 It's next to the library and opposite the aquarium.

#### Find

Look through the unit. How many people live in Ismailia?



#### Listening

- 1 Dalia wants to go to the library. Listen and order the phrases her friend Mona uses to give her directions from the station.
  - a turn right
  - **b** turn left
  - c go straight on
  - d walk past the ...
  - e take the second road on the right
  - f it's on the corner





#### Language

2 Match the phrases from Exercise 1 to the pictures.













- 3 Look at the map on page 2. Samir is at the sports centre.
  He wants to go to the museum. Complete the directions, then listen and check.
  - 1 From the sports centre, go straight on for about 20 metres.
  - 2 Then take the first road on the \_\_\_\_\_.
  - 3 Go past the botanical gardens and the aquarium and then turn .........
  - 4 Go past the restaurant and the library. The museum is on the ......, on the left.

#### **Speaking**

4 Work in pairs. Take turns at giving directions to these places.

- 1 from the station to the market
- 2 from the café to the aquarium
- 3 from the library to the sports centre
- 4 from the bank to the station





#### Lesson2

#### Reading

Read about Ismailia and put the photos in the correct order.







I am Sherif and I live in Ismailia, which is between Port Said and Suez. The Suez Canal runs through the city before it reaches the sea.

Ismailia is beautiful. There are attractive buildings, interesting **monuments** and lots of gardens. Around 350,000 people live here, but since **traffic** is slow, there isn't much pollution.

Ismailia is **peaceful**, but it isn't boring! There are lots of things to do here, **especially** at the weekends. On Friday afternoons, I often go to Lake Timsah, which is near the city, with my family. It's a beautiful lake with beaches around it.

On Saturday mornings, I have tennis lessons at the sports centre at 9 am. Sometimes I go swimming in the afternoon with my friend, Sayed.

There are some interesting museums in Ismailia! My favourite is the Natural Science Museum because I'm interested in animals. It's a good place to go at the weekend.







Read the text again and complete the fact file about Ismailia.

act File	Ismailia
Where:	1 between Port Said and
What it looks like:	2 buildings
	3 monuments
How many people:	4
Places to visit in city:	5
Sports:	6
Places to visit near city:	7

#### Remember!

New words are in **bold**. You can check the meaning in the glossary or your dictionary.

#### Writing and speaking

- Work in pairs. Compare Ismailia with your village or city.
- Now complete a fact file for your city or village in your notebook.





Ismailia has interesting monuments. My city has lots of interesting monuments, too.

#### Language

#### Remember!

Use prepositions of time to say when you do things.
 On Friday afternoons, I often go to Lake Timsah.
 I have tennis lessons at the sports centre at 9 am.
 It's a good place to go at the weekend.
 Sometimes I go swimming in the afternoon.



- 5 Complete the sentences with the correct preposition.
  - 1 lalways go to the park <u>on</u> Saturday mornings.
  - 3 Nagwa usually visits her grandparents the weekend.
  - **5** Are you going to the museum .......... Saturday?
- **2** We have English \_\_\_\_\_\_10 am on Thursdays.
- 4 We walk to school \_\_\_\_\_ the morning, but we come home by bus.
- **6** Fady goes shopping \_\_\_\_\_ the afternoon.

#### Listening

- Listen to Nader and Judy talking about where they live. Are these sentences True (T) or False (F)? Correct the false sentences.
  - 1 All of the buildings in Nader's city are old. F. it's a modern city, too.
  - 2 Nader likes watching fish at the aquarium.
  - **3** Judy likes going to a famous shop in her city.
  - 4 There is a botanical garden and a nature reserve in Judy's city.
  - 5 Nader and Judy think that there is not much to do in their cities.

7 Listen again and complete the sentences.

aquarium botanical gardens Friday afternoons in mornings Saturdays

- 1 Nader usually goes to the park on Friday afternoons.
- 2 Sometimes, Nader goes to the museum or the \_\_\_\_\_.
- **3** On \_\_\_\_\_, he visits his grandparents.
- 4 Judy sometimes goes shopping on Friday
- **5** She likes visiting the \_\_\_\_\_ and the nature reserve.
- **6** Judy goes to the sports centre the afternoon on Saturdays.

#### Writing

- 8 Write a paragraph of about 100 words about your city.
  - Write what you do at the weekend and at what times.

#### Reading

- Look at the information in the poster and metro map on the phone.
   Match to make sentences.
  - 1 The exhibition
- a shows how to travel by metro.
- 2 The map
- b is at the Science Museum.





- 2 Look at the information again and answer the questions.
  - 1 Where is the Space Exhibition?

It's at the Science Museum

- 2 When is the exhibition?
- **3** Which metro station do they need to go to?
- 4 How long does the journey take to get to the museum by metro?
- 5 How many stops are there by metro?

3 Khaled is going to the Space Exhibition from City University. Use the information from Exercise 1 to complete the chat with Fawzi.

**Khaled:** Hi Fawzi. Would you like to come to the Space Exhibition tomorrow? My dad is taking me

Fawzi: Yes, please! What time does it start?

Khaled: It starts at 1 9.30. We're going by metro.

Fawzi: Which train shall we get?

**Khaled:** The first metro train leaves at 8.20 and arrives at <sup>2</sup>

Fawzi: That's an hour before the exhibition starts!

Khaled: Perhaps we can leave later.

Fawzi: What time does the exhibition finish?

Khaled: It finishes at 3 ...

Fawzi: OK. Can we get a train in the afternoon to get back?

Khaled: Yes, one leaves at 1.15 pm and arrives at 4

Fawzi: Great! Let's take that.



#### Language

4 Complete the questions and sentences with the present simple form of the verbs in the box.

arrive end leave open start

- 1 What time does the lesson start?
- 2 The library \_\_\_\_\_at 8.30 in the morning.
- **3** The train to Port Said this station at 3.15.
- 4 The film hasn't finished. It \_\_\_\_\_at nine o'clock.
- 5 When this plane in Cairo?

#### Present simple for scheduled events

Use the present simple to talk about scheduled events.

What time **does** the exhibition **start**? It **starts** at 9.30.

The first metro train **leaves** at 8.20.

5	Imagine that you are in	Cairo. Look at the	timetables and answer	the questions.
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Cairo to Alexandria	
Cairo	11.30
Tanta	13.00
Alexandria	14.30

Cairo to Aswan	<b>(</b>
Cairo	9.15
Asyut	13.30
Luxor	18.45
Aswan	22.45

Train	Platform
Alexandria	7
Suez	8
Aswan	6
Port Said	2

- 1 You want to go to Alexandria. What time does the train leave? 11.30
- 2 Which platform should you go to?
- 3 You want to go to Aswan. What time does the train leave? \_\_\_\_\_
- 4 What time does it arrive in Aswan?
- 5 You want to go to Luxor. Do you need the Alexandria train or the Aswan train? .......
- 6 How long does the journey take to Luxor? \_\_\_\_\_
- 7 To travel to Luxor, which platform should you go to?

#### Listening

- 6 Listen to Nadia and her mother. Where are they?
- 7 Listen again and answer the questions.
  - 1 Where do Nadia and her mother want to go to? Tanta
  - 2 What time does the train leave?
  - 3 What time does it arrive?
  - 4 What is the last station that the train goes to?
  - 5 Which platform does it leave from? .......

#### Writing

8 Nadia gets the text message below from her friend Amira. Write a reply using the information from Exercise 7.



Hil I'm looking forward to seeing you later! What time does your train leave? When do you arrive in Tanta?

### 1

#### டிணைபு

#### **Speaking**

1 Look at the photos. Which of these types of transport do you use? When do you use them?

#### Reading

2 Read the texts and answer the questions.

I love travelling by train because it's interesting to look out of the window. In one journey, you can see **ferries** crossing the Nile, green **valleys**, peaceful villages and busy cities. Trains are often fast and **comfortable**, too. Egypt has the oldest railway in Africa. More than 800 million **passengers** travel by train in Egypt every year on 5,000 kilometres of railway! I take the train when I visit my grandparents in Edfu. It's my favourite journey.

Riham



tram

Lots of people in Alexandria use the **tram** to travel around the city. It's a great way to travel! It's easy to use and it isn't expensive. Trams are **electric**, so they are better for the environment than other types of transport. Some of the trams in Alexandria are unusual: they have two **floors!** I like sitting at the top and watching the streets below.

Hana

1	What does Riham like doing on the train? She likes looking out of the window.
2	How many passengers travel by train every year in Egypt?
3	Who does Riham visit by train?
4	How does Hana like to travel around the city?
5	What type of energy do trams use?
6	What is special about some of the trams in Alexandria?

Read the texts again. Write the types of transport next to the words and phrases the girls use to describe them. Can you add any words?

1	fast	train
2	comfortable	**********
3	easy to use	
4	interesting	
5	good for the environment	

#### Speaking

Discuss this question in pairs.
Which way do you like to travel? Why?

I like the train because it's comfortable and it isn't expensive.

I prefer the tram. It's more fun!



#### Listening

- 1 Listen to the conversation. Why doesn't Basel want to go to the sports centre, park or the museum?
- 2 Choose the correct words that Basel and Taher use to make and respond to suggestions. Listen again to check your answers.
  - 1 (Would) / Do you like to meet up tomorrow?
  - 2 I'm / I'm not sure.
  - 3 Could / Shall we go to the park, then?
  - 4 | prefer / 'd prefer to go somewhere indoors.
  - 5 How / What about the museum?
  - 6 It could / would be nice to play a computer game.
  - 7 Why don't you come / are you coming to my house?
  - 8 That sounds like a great idea. I'd love / want to!
- 3 Look at the phrases in Exercise 2 and answer the questions.
  - 1 Which phrase do we use to agree with a suggestion?
  - 2 Which phrase do we use to disagree politely?
  - 3 Which phrase do we use to describe something you like more?\_\_\_\_\_
  - 4 Which phrases do we use to make suggestions?

#### **Speaking**

4 Work in pairs. Use the photographs to make suggestions to meet up and agree on an activity.









Student A: Invite Student B to do something. Suggest two activities.

Student B: Listen and reply to Student A's suggestions. Suggest a third activity.

Student A: Listen to Student B's suggestion and give an answer.









Sometimes other people prefer to do different things from you. Remember to think about their opinions and feelings before you make a final decision together.

Workbook page 76

Lesson 5

#### Reading

- Look at the brochure and find the following information.
  - 1 Two reasons the garden is important It protects important plants and trees.
  - 2 Two facts about history ........
  - 3 The address of the park .........
- 2 Read the email from Reem. What is Reem sending to Azza?



- Learn about how Khedive Ismail asked a famous French gardener to plant a forest in the nineteenth century
- Find out how the Orman Garden became famous in 1910
- Learn how the garden protects many important plants and trees
- See plants, trees and flowers that grow nowhere else in Egypt

El-Dokki Street, Giza

#### New message



#### Hi Azza

I'm looking forward to our trip to El-Orman Garden! The garden opens at 9 am, and it takes about an hour to get there by car. What time shall we come to get you?

The online reviews are fantastic. The garden is very big and there's lots to see. Make sure that you wear comfortable shoes!

I'm sending you a map of the garden. You can see wild flowers and plants from all over the country. There is also a small lake and a museum. What would you like to see first?

We could bring some food with us or we could go to a nearby café for lunch. What would you prefer? There is also a lovely shop near the garden that sells **pottery** and **jewellery**!

See you Saturday,

Reem

- 3 Read the email again and answer the questions.
  - What time does the Orman Garden open?
     It opens at 9 am.
  - 2 How long does it take to get to the Orman Garden?
  - 3 Why should Azza wear comfortable shoes?

.....

- 4 What can Azza do if she doesn't want to eat at a café?
- 5 What can Reem buy at a nearby shop?
- 6 What day are they going? ......

#### Writing

Write Azza's reply to Reem's email.

#### Remember!

- Start and end your email correctly.
- Answer Reem's three questions.
- Check your work for correct spelling and punctuation.

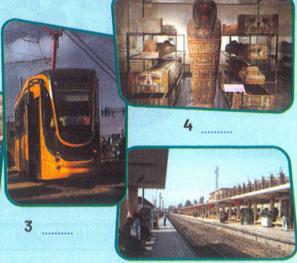
#### Review

1 Match the words to the photos.

exhibition ferry metro platform tram



2 ......



5

- 2 Look at the map. Where do these directions take you?
  - 1 From the botanical gardens, go straight on. Walk past the shopping centre and take the second road on the right. It's next to the restaurant.
  - 2 From the station, turn right. Walk past the bank and then turn left. It's next to the museum.
- Work in pairs. Take turns to choose two places on the map. Ask your partner for directions between them.



#### Writing

Look at the bus timetable and advert. Write an email inviting a friend to the exhibition with you and your family.

Hamdi Street

9.55

City Library

**Bus station** 

11.00

Remember to:

- say what time it starts and who you are going with
- suggest a place to meet
- say what time the bus leaves
- say what time the bus arrives

**City Library** 

True Stories exhibition 11.30 am - 1.30 pm

#### Lessoni

# Let's go shopping

#### **Discuss**

1 Can you match the items in the photos to their names?

coffee machine kettle laptop television

2 Which advert is from ...

a poster?

a magazine?

a website?

1

an email?

Reading: An online support message; an advert for handicrafts; online reviews

Writing: Emails asking for and giving information about handicrafts; an online

Listening: A radio advert; a conversation in a shop; a phone call making a complaint

Speaking: Talking about things in the home; buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint

Language: both/and, either/or, neither/ nor, none

Life skills: Self-management: keeping calm:

Critical thinking: evaluating the pros and cons of online shopping

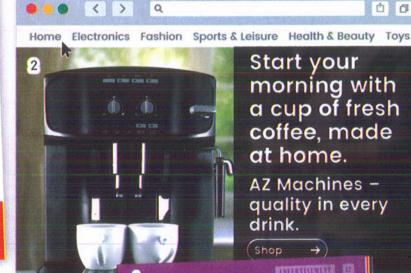
#### Find

Look through the unit. What does it say about the leather industry?





Special offer - 25% discount on everything!



3

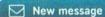
Start your morning with a cup of fresh coffee, made at home.

Ô

AZ Machines quality in every drink.

ADVERTISEMENT 12

Shop



#### Deal of the day!

Visit our new, bigger and better city centre shop where we sell many

different things for the home at the best prices.

Ask us about our special deal of the day.

#### Free delivery! Visit our website.



#### Research

Ask the people in your class what their favourite shop is and why.

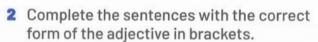
#### **Speaking**

- Work in a group. Discuss the guestions.
  - 1 Which items from page 12 do you have in your house?
  - 2 Which of the items do you think:
  - is the nicest to look at?
- is the most useful?
- is the most expensive?is the least expensive?
- 3 Tell your partner about the last thing that you bought. Was it on special offer?
- 4 Do you normally buy things that are at the usual price, or wait for deals or discounts?

#### Language

#### Remember!

- Use the adjective + er / r / ier with short adjectives (e.g. cheaper / nicer / easier) and use more / less + adjective for longer adjectives (e.g. more / less useful) to compare two things.
- Use the + adjective + est / st / iest with short adjectives (e.g. the cheapest / nicest / easiest) and use the + most / least + adjective (the most / least expensive) for longer adjectives to compare more than two things.
- Be careful some adjectives are irregular! good / better / the best bad / worse / the worst



- 1 Televisions are more expensive (expensive) than kettles.
- 2 \_\_\_\_\_ (useful) thing in my kitchen is the fridge.
- 3 Kettles are (expensive) than computers.
- 4 It is \_\_\_\_\_ (easy) to shop online now than before.
- 5 It is (good) to buy clothes in shops than online.
- 6 (busy) shop in my town is the supermarket.

#### Listening

- 3 Listen to the radio advert. Tick (✓) what it is advertising.
- 4 🚺 Listen again. Complete the information.
  - 1 Most popular colour:
  - 2 Other colours:
  - 3 Price: Workbook page 79







#### Listening

- 1 Look at the advert and discuss the questions in pairs.
  - 1 What is the difference between a smart TV and other TVs?
  - 2 What do we use speakers for?
- 2 Listen to the conversation in a shop. What type of TV does the man want?
- 3 Listen again and circle the correct words.
  - 1 The TV the man likes is new in the shop / has a big discount.
  - 2 The TV the man likes is 8,000 LE / 6,000 LE.
  - 3 The man chooses to get a free films deal / free speaker.
  - 4 The man wants a TV for his bedroom / living room.

Best prices on all TVs and speakers. You can buy the latest smart TVs today!



4 Complete the sentences from the listening with the present simple or continuous form of the verbs from the box.

be be look need not have offer

1	I'm looking for a new TV.	C	<b>2</b> H	ow much the bigger or	ne?
3	It a discount.	********	4	that your best price?	
5	Ia deal today.		6 I	a new speaker.	

5 Who said the sentences in Exercise 4? Write C for the customer and SA for the shop assistant. Listen again and check your answers.

#### **Speaking**

6 Work in pairs.

Student A: You are a customer.
Tell the shop assistant what you want to buy from the adverts and ask for information.

Student B: You are a shop assistant.
Ask the customer what they want to buy. Give them information about the item. Tell them about any special offers.







laptop computer

#### Language

- 7 Complete the sentences from the conversation in the shop with both ... (and), either ... (or) or neither ... (nor). Then listen and check.
  - 1 Both of these TVs have a big discount.
  - 2 of these TVs is smart.
  - 3 You can get a free speaker get a free films deal with that one.

#### both, either, neither, none

- Use both ... (and) to mean this thing and another thing.
   Both the laptop and the microwave are in the sale.
   Both of the sisters are good at maths.
- Use either ... (or) to mean this thing or another thing. You can choose either soup or salad with your meal.
- Use neither ... (nor) to mean not this thing or another thing.
   Neither of those necklaces is cheap.
- Neither the smart TV nor the large TV suited the customer.
- Use none to mean no one or no item.
   None of us wants to buy these phones.
   None of them works.

#### **Speaking**

Look at the survey. Complete the first column in the table with your answers.

100		I CONTRACTOR OF THE PARTY OF TH	SERVICE DAYS BASE GLOSSES AND	THE PROPERTY AND ADDRESS OF THE PROPERTY OF TH	550000
		1 You	2 Name:	3 Name:	
1	go shopping every day?				
2	like buying clothes?				
3	ever shop online?				
4	often buy things on special offer?				
5	like shopping at the market?				
6	spend much money on snacks?				

Work in a group of three. Ask the people in your group questions using either to complete columns 2 and 3.

3. Do either of you go shopping every day?

No, I don't. I go once a week.

#### Writing

10 Write sentences in your notebook about the information in the survey using both, neither, all or none of us.

Both Nessma and I like shopping at the market. Neither Sami nor Kamal ever shops online. None of my friends goes shopping every day.



#### Reading

1 Read the conversation below. Who is Aya talking to? What are they talking about?





Hello. How can I help you, Aya?

Hi. I bought a laptop last week. Yesterday, when I was doing my homework, it suddenly turned off. Now I can't log in and I think I lost my work!





Was the computer plugged in?

Yes, it was plugged in. I was charging the battery.



Did you turn on the computer again?

Yes, but then it said my password to log in was wrong.





One moment please ... I just emailed you a form to **fill in** to get a new password. Log in again with that information. I hope that works!



OK, thank you.

- 2 Match the verbs from the conversation to the pictures. Listen and check.
  - 1 d log in
  - 2 fill in
  - 3 plug in
  - 4 turn off
  - 5 turn on











- 3 Read the conversation again. Are these sentences true (T) or false (F)? Correct the false sentences.
  - 1 Aya finished her homework yesterday.
  - 2 The computer doesn't charge.
  - 3 Aya can turn the computer on.
  - 4 Aya can't remember her password.
  - 5 The assistant sent Aya a form.

F, she thinks she lost her work.





#### Language

4 Look at the pictures. Complete the sentences using the correct past form of the verbs in brackets.









- 1 This morning, I went (go) to the town centre with my mum. We (take) the bus there and I (buy) a really cool new phone!
- 2 After that, I (meet) some of my friends. I (show) them my new phone while we (walk) down the road.
- 3 As I (give) my friend the phone to look at, he (drop) it.
- 4 The phone (break)! My friend (feel) very bad and I (be) sad.

#### **Speaking**

- Work in pairs.
  - 1 Don't look at the sentences in Exercise 4. Can you remember the story? Use the pictures to help you.
  - 2 Now think of a problem that you had either with technology or with something you bought. Tell your partner about it.

I lost some homework when my computer broke!



#### Reading

- Read the advert for some traditional Egyptian handicrafts. Which one do you like the best?
- 2 Read the advert again and answer the questions.
  - 1 Which items are made by artists near the sea? the wooden boxes
  - Which Egyptian handicrafts does the advert say are very old?
  - 3 Which item comes in many colours?
  - 4 Which items use a traditional style?
  - 5 How can people know more about the special offers?

#### Writing

- Imagine that you work for a shop in another country. You want to buy some items from Egyptian handicrafts to sell. Plan an email using the following information.
  - How much are they?
  - How long is delivery?
  - How much is delivery?
  - Do you have any special offers?
  - How big are they?
  - What colours/sizes do you have?

### Egyptian Handicrafts The best quality and prices!

These beautiful **wooden** boxes can be used for jewellery. They are **decorated** with **shells** in traditional designs. They are made by artists near the coast.





The leather industry is one of the oldest in Egypt and our bags are the best quality. The leather is very soft.

We sell many different types of pots in different colours for your home. The artists paint the pots with traditional Arabic designs.





Egypt has a long history of making beautiful carpets. These colourful, modern carpets will look amazing in any home.

Call or email us to find out about special offers.

Now complete the email below using the information from your plan.

New message	- × ×
Dear Sir/Madam,	
I am interested in buying some of your (name of item) to sell in my shop in of country). Can you tell me ? Also,	
Yours faithfully,	
(your name)	
send iii   @	<b>T</b>   ≡

Work in pairs. Imagine that you work for Egyptian Handicrafts. Read your partner's email and write a reply. Remember to answer their questions.

#### Listening

- 1 Listen to Ali calling Egyptian Handicrafts about some items he ordered. How is Ali feeling? Why?
- 2 Listen again. Complete the order form.

	Order:	50 1 pots
	Delivery:	²days
	Name:	³ Ali
Ħ	Order number:	4
OHO	Country:	5
	Phone number:	6 254



- 1 I want to make a complaint.
- 2 What's the ?
- 3 Your website \_\_\_\_ the delivery takes five days but I'm still waiting!
- 4 I'm very about that.
- 5 | call the delivery company.
- 6 you call me back today please?
- 4 Look at the phrases in Exercise 3. Which phrases do you use for:

  - answering a complaint?

#### **Speaking**

Work in pairs. Take turns to be A and B and use the expressions from Exercise 3.

Student A: You work for a shop. Listen to Student B. Say sorry about the problem and say what you will do.

Student B: You are the customer. Choose an item and a problem from the list. Tell Student A what the problem is and what you want them to do.



Online shopping can be done anytime, but you need to be careful where you shop from! Buy from trusted sources and make sure you read the user reviews of both the seller and the product.

- leather bag
- microwave
- necklace
- kettle
- smart speaker
- wrong size
- wrong colour
- doesn't work
- late delivery
- wrong item

#### Reading

- 1 Work in pairs. Look quickly at the texts and answer the questions.
  - 1 Where would you find these texts?
  - 2 What are they about?
  - 3 Do the texts agree with each other? How do you know?





I bought this as a present for my parents. They are very happy with it. It looks great in their kitchen and it is easy to use. It also makes a really delicious cup of coffee. The delivery was quick, tool



#### Don't buy this machine!

First, I waited two weeks for delivery and then when the machine arrived it was broken! It looked good but it was very noisy and the coffee was cold and horrible. I sent it back and I will buy a different one.

2 Read the texts again. Tick ( ) if the review says something positive, put a cross (X) if it says something negative and put(-) if it doesn't say anything.

	Review 1	Review 2
Delivery	1	X
How it looks		
The coffee		
The noise		
Easy to use		



#### Writing

- 3 Write a review of something you or your family bought online.
  - 1 Think of what item you could write about. It might be something for you or for the home.
  - 2 Will your review be positive or negative? How many stars will you give it?
  - 3 Think of a good title for your review. What is the main thing you want to tell people?
  - 4 Write the text. Include information about the following.
  - the delivery
- the price
- how it looks
- how well it works

#### Review

Match the words to the photographs.

plug in microwave speaker special offer turn on password



1 plug in







4





- 2 Look and complete the sentences about the shops using the words in brackets.
  - 1 (clothes) Neither Alexandria Electrics nor Sound and Vision sells clothes.
  - 2 (special offers) Both shops
  - 3 (red door) Both
  - 4 (televisions) You can buy





Complete the sentences with the correct form of the verb in brackets.

Yesterday I 1 went (go) to the market and I 2 ..... (buy) some new things for my bedroom. While I 3 (shop), I 4 (see) my friend Lara. She <sup>5</sup> (help) me to choose a new carpet. Today, my dad 6 (paint) my bedroom. Now it 7 (be) blue. It 8 (look) really good!

Write an online review of a jewellery box in your notebook. Use the information in the table.

Item: Jewellery box				
How it looks	Quality	Price	Delivery time	
beautiful	very good	cheap	over two weeks	

#### Lesson1

### My community

#### **Discuss**

Can you match the headings from a community survey with the photos?

all

What kind of community do we want to live in? Which of these are important to you?

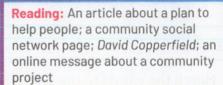
- a 2 Safe streets
- **b** Leisure and sports activities
- c Community projects and events
- d Local shops and facilities
- Good transport
- **f** Equal opportunities











Writing: An article about how to help people; a social network message about a community problem; a survey about your community

**Listening:** A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other

**Speaking:** Describing communities and community problems; using formal and informal introductions and greetings

**Language:** Adjectives ending in -ing or -ed

Life Skills: Participation: responsible behaviour; Respect for diversity

#### Find

Look through the unit. What community project did the Mashrou El Saada do near Aswan?





#### Research

Find out about a recent or planned community project in your local area.

#### Listening

- 1 Listen to Fareed and Salah talking about the community survey. What facilities do they talk about?
- 2 Listen again and answer the questions.
  - 1 Which of the people or places in the photos help the community? How?
  - 2 Which of the photos shows a problem? What is it?







#### **Speaking**

- 3 Discuss the questions in small groups.
  - 1 What do you think are the best things about your own community?
  - 2 Are there any facilities for the elderly and disabled people?
  - **3** Are people doing anything to improve the facilities? What?

I like our sports facilities, but I think we could make our streets safer. I think they're going to put up new streetlights soon.

#### Remember!

 Use the present continuous to talk about finished future plans (at a specific time or place) and arrangements.

We're starting a project next month. They're discussing this problem at the next community meeting.





#### Reading

1 Look at the photo of a village in Egypt. What problems do you think some of the people who live here have? Think about the following.

buildings clean water education

2 Read about the Decent Life Initiative. What is it doing about the problems that you discussed in Exercise 1?

## The Decent Life Initiative



The Decent Life Initiative is an exciting plan that is really **making a difference** to about 32 million people who live in rural areas in Egypt. The initiative aims to improve the quality of **public services**. It provides more **health care**, better education and better job opportunities.

Since 2019, the Decent Life Initiative

has helped people in 377 villages to have clean water. It has also helped to repair their houses and it has sent doctors to the villages to **deliver** medicine and help people who are ill. It has also improved facilities for disabled people, and is helping more children to have a better education by building schools in the villages. In addition, young people will also be **encouraged** to find out about the interesting new businesses the Decent Life Initiative is opening, which can give them work.

The Decent Life Initiative will continue to help people in poor **neighbourhoods** around the country. It plans to help to find work for more than five million young people. That really is an amazing plan!

- 3 Look at the words in bold in the text. Match the words and phrases and the definitions.
  - 1 a small area of a town or village and the people who live in it neighbourhood
  - 2 tried to make people do something
  - 3 take a letter or object to a place or building
  - 4 having a good effect on a person, place or situation
  - 5 services, such as electricity or water, to help the members of a community
  - 6 Looking after people's health

- 4 Read the article again and answer the guestions.
  - 1 How many people has the Decent Life Initiative made a difference to? About 32 million people
  - 2 What services does the Initiative provide?
  - 3 What are doctors doing to help people?
  - 4 What should interest young people?
  - 5 What is the Initiative planning to do in the future?

#### Language

#### Adjectives ending in -ing or -ed

#### Adjectives ending in -ing or -ed

• Use adjectives ending in -ing to describe a noun. Use adjectives ending in -ed to describe a feeling.

The plan is exciting. Villages are excited to hear about the plan.

The new businesses are interesting. Young people will be **interested** in the new

businesses.

Five million new jobs is an amazing We were amazed to hear how many people it achievement! is helping.

5 Complete the sentences with the correct form of the adjective using the words in brackets.

- 1 I was disappointed to hear that the community centre was closing. (disappoint)
- 2 I did well in my exams. I was really ..... because I found the questions difficult. (surprise)
- 3 I was...... by the number of people who came to the festival. (amaze)
- 4 'That is a very building,' said the architect. (interest)
- **5** The book was really ...... and I didn't even finish reading it. (bore)
- **6** We were all very ...... when we heard about our next class trip. (excite)

#### **Speaking**

- Discuss the questions in pairs.
  - 1 What things could you do to make a difference to poor people in your community?
  - 2 How could you do this?



#### Writing

7 Plan for a short article for a website about what you can do to help people in your community.

Include the following information:

- Why some people need help
- Any interesting or exciting ideas that you have to help them
- Why these ideas could make a difference to them

### 3

#### Lesson 3

#### **Speaking**

- Discuss the questions in pairs.
  - 1 Do you communicate with other people in your community?
  - 2 If you could communicate with others, which of the following forms of communication could you use? Why?
  - meetings
  - a local newspaper
  - a community centre noticeboard
  - a social network service



- leaflets
- a local radio station



#### Listening

2 Listen to people at a community meeting.
Which of the forms of communication in Exercise 1 do they talk about? Why?

#### Reading

Read the social network service page. Which of the messages are asking for help?



A Home

**♥** Map

Topics

For sale

85

Services and facilities

Projects

New

**Events** 

Lost and found

\* Charities and help

**General** 

#### The kindness of strangers

Thanks to the kind person who helped my elderly neighbour last week. He felt unwell, and someone kindly helped him to a **bench** to sit on for a rest.

#### We need more trees!

A few of us are going to plant some trees along the streets. It will help with pollution and also encourage more visitors to our town. Who is interested in joining our project?

#### Computer repairs

Hi neighbours — I have experience in repairing computers and mobile phones. Give me a call if you need help!

#### Let's help those in needl

Please donate food to people who don't have enough. Volunteers are also wanted to help deliver boxes.

#### Art class

The community centre is going to be closed on Saturday next week, from 4 pm - 7 pm, for an art class.

#### Graffiti

I was disappointed to see the **graffiti** on the walls of the town hall. This is a historic building! What are we going to do about it?

#### Lesson 3



- 4 Read the social network service page again. Find the heading that is an example of the following.
  - 1 a local business Computer repairs
  - 2 a community project
  - 3 an event .....
  - 4 a problem
  - 5 a charity
  - 6 a message of thanks

#### Life Skills

Try to help people in your community and remember to respect those who are different from us.

#### Vocabulary

- 5 Complete the sentences with the words in bold from the text in Exercise 3.
  - 1 I'll always remember the \_\_\_\_\_ people showed me when I first moved to this country.
  - 2 We're going to paint the walls, which are covered in \_\_\_\_\_ and old posters.
  - **3** The park is a pleasant place. I like to sit on a \_\_\_\_\_ and relax.

#### Language

#### Remember!

 Use be going to for future plans, decisions and intentions. We're going to start our own social network service. The street is going to be closed on Saturday. What are we going to do about it?

#### **Speaking**

- Work in pairs. Choose one of the following community problems.
  - Too much traffic near the school
  - Noisy neighbours
  - No facilities for disabled people
  - Not enough leisure activities for young people
  - Graffiti on the walls of historic buildings
  - 1 What are you going to do to improve the situation you chose?
  - 2 How are you going to encourage people to help you do this?



### 3 Lesson 4

#### Reading

- 1 Ask and answer the questions in pairs.
  - 1 Charles Dickens wrote David Copperfield in 1849. What do you think life was like for poor people at this time?
  - What do you think poor children who could not go to school did?
- 2 Read and check your answers to Exercise 1.

#### **David Copperfield**

by Charles Dickens

I was working in the factory when one day, my manager greeted me. 'You have a visitor,' he said, 'This is Mr Micawber.'

'Pleased to meet you, David,' said the man. 'I'd like you to be my lodger.'

He took me to his house after work. It was as poor and old as he was. He lived there with his thin wife, their baby and two small children.

'I never thought that we'd need a lodger,' said Mrs Micawber. 'But we don't have enough money, you see.'

I was ten years old and I had no help from my family, but my money from the factory paid for my food and room.

The Micawbers were very kind, but they were even poorer than me. One day, Mrs Micawber said, 'We have nothing to eat in the house!'

I tried to give her some money.

'I can't take this,' she said. 'But we have some things that we can sell. Can you help us?'

So I sold some of their old books and furniture. I gave the money to Mrs Micawber, and she was able to cook us all a healthy meal.

- Read the story again. Find a sentence from the story that shows that:
  - 1 Mr Micawber did not know David, Pleased to meet you, David, said the man.
  - 2 Mr Micawber was not very young or rich......
  - 3 Life was difficult for David.
  - 4 Mrs Micawber did not want to take money from David.....
  - 5 David helped Mrs Micawber and her family.

- 4 Choose the best meaning for the words in bold from the story.
  - 1 greeted: hit / was kind to / said hello
  - 2 lodger: someone who pays to live / work / study in another person's house
  - 3 paid: gave money for work someone has done / cooked / showed

#### Speaking

- 5 Ask and answer the questions in pairs.
  - 1 Why did the Micawbers want David to be their lodger?
  - 2 In what ways did people in David's community help each other?



#### **Speaking**

- 1 Discuss these questions in pairs.
  - 1 In David Copperfield, how did the manager introduce Mr Micawber to David?
  - 2 How did Mr Micawber greet David?
  - 3 Was it an informal or formal situation? Give reasons for your answer.
- 2 Look at the greetings and introductions below. Write if they are formal (F) or informal (I) (some can be both)

Hi there John! Meet Joe.

Hello, Mr Reda. Have you met Mr Shaker?

It's a pleasure to meet you.

Adam, meet Omar.

I'd like you to meet my friend, Randa.

I'd like to introduce 6 myself.

Nice to meet vou.

Pleased to meet you, too.

9 Have you been introduced to my mother.

#### Listening

3 Listen and match the conversations 1-3 with the pictures a-c.







#### **Speaking**

4 Work in groups of three. Use suitable formal or informal greetings and introductions.

Student A: You are with your cousin. You meet a friend of yours who doesn't know your cousin.

Student B: It is your first day as a volunteer at a community project. Introduce yourself to another volunteer student and an adult working there.

Student C: You are with your parents when you meet a friend. Introduce your friend to your parents.

#### Remember!

- Use formal language with people you don't know.
- Use informal language with family and friends.

#### Lesson 6

#### Reading

- Look at the photo of a community painting project and discuss the questions in pairs.
  - 1 Why do you think they painted the house like this?
  - 2 How do you think people felt while they worked on this project? Why?
- 2 Read the message in the social network service page, and answer the questions.
  - 1 Where is the writer sending the message to? To a community network page.
  - 2 What is the problem with the library?
  - 3 What is the writer going to do?
  - 4 Were your answers to Exercise 1 question 1 correct?
- 3 Complete the table with the expressions in red from the message that the writer uses to do the following.

1	introduce the reasons for the project	Firstly
2	add extra information	
3	give contrasting information	
4	write a conclusion	

Look at these expressions and add them to the table in Exercise 3. but

In addition,

To summarise,

To start with,



#### Message

Firstly, let me say how much we all love our Children's Library. However, it now needs some work. The children don't like it anymore because it looks old and needs painting. We want to encourage children to use the library again.

At our community meeting, we decided to improve the building. We want to invite you to help us. We got some ideas from the Mashrou El Saada community project. You can see a photo of their work above. Every year, a group of people go to Heisa, near Aswan, to paint the houses in 'colours of happiness'. We are going to do the same thing here! It will make our library look exciting. Furthermore, the library will become a tourist attraction.

To conclude, we are looking for volunteers to help us plan and complete the project. If you are interested, please contact me!

#### Writing

- 5 Write a message to a social network service about a community project.
  - 1 Think of a community project that is planned, or that people could do in your community.
  - 2 Introduce the reasons for the project and give information to answer these questions.
    - What is your project going to do?
    - What do you want to encourage people to do? Why?
  - 3 Use some of the expressions from the table in Exercise 3.
  - 4 Write a conclusion.



#### Review

1 Complete the text with the words in the box.

bench elderly encouraged greeted kindness neighbourhood pavement

I'd like to say thank you to the young woman who helped me yesterday. I was walking along the 1 pavement when I suddenly felt very tired. I'm 2 \_\_\_\_\_, you see. A young woman saw me and 3 \_\_\_\_ me warmly. She 4 \_\_\_\_ me to sit down on a 5 \_\_\_\_ and have a rest. It was so wonderful to be treated with such 6 \_\_\_\_. That's why I'm so happy to live in this 7 \_\_\_\_. Our community is so kind and helpful!

2 Choose the correct words to complete the dialogue.

Adam: Are you enjoying that book, Amr?

Amr: No, not really. In fact, it's quite bored / (boring)

Adam: What kind of books are you 2 interested / interesting in?

Amr: I like <sup>3</sup> excited / exciting stories. I thought this one looked good, but as

soon as I started reading it, I was 4 disappointed / disappointing.

Adam: I read it last year, but I thought it was 5 amazed / amazing! The ending is

<sup>6</sup> surprising / surprised.

Amr: Well, your review makes it sound very 7 interested / interesting.

Perhaps I should finish it!

- 3 Discuss these questions about your community in pairs.
  - 1 What transport facilities are there? Can they be improved?
  - 2 Does your community have equal opportunities for disabled people and the elderly? If not, what is needed?
  - **3** What leisure and social facilities are there? Can they be improved?

We have good buses, but the nearest metro station is very far from our neighbourhood.

l agree. I think we need wider, safer pavements so that we can walk safely to school.

#### **Project**

Work in groups. Do a survey to find out other students' opinions about their community.

- 1 What topics do you want their opinions to be about?
- 2 What questions are you going to ask to find out their opinions? Look at the survey on page 22 for ideas.
- 3 Do your survey.
- **4** Exchange your survey with another group. Answer the questions.
- Write a summary of the results of your survey. What do most people like or want to improve about the community?
- 6 Display your survey results in the classroom for everyone to read.

#### Review

#### Lesson1



#### Listening

- 1 Listen to four directions. Where do they take you to?
  - 1 the café
  - 2



#### Speaking

2 Work in pairs. Take it in turns to be Student A and Student B.

Student A: Choose two places on the map. Tell Student B where to start and then direct them to the other place, without naming it.

Student B: Follow Student A's directions. Where do the directions take you?

#### Reading

3 Complete the text with the correct form of the verbs in brackets.

#### Museum of Natural Science

Last year, there 1 was (be) an amazing exhibition of sea animals at the Museum of Natural Science. While visitors 2 (walk) around the exhibition, they could also watch videos and listen to the sounds of the sea. Next year, another exhibition 3 (tell) visitors about animal life in the desert.

Many people 4 (think) that the desert 5 (not have) much life in it. This exhibition 6 (show) that lots of animals live there, if you know where to look!

The exhibition 7 (open) on the 5th of March. Tickets 8 (be) on sale now from the museum or online.



- 4 Choose the correct word.
  - 1 The videos of the sea animals were amazed / amazing!)
  - 2 My son is interested / interesting in how animals can live in the desert.
  - 3 Gameel was frightened / frightening when he saw the snake in the desert.
  - 4 I learnt lots of surprised / surprising things about sea animals.
  - 5 Medhat was really excited / exciting before going to the exhibition, but he thought it was a bit bored / boring.



#### Speaking

1 Work in pairs.

Student A: Ask Student B about the information you need to complete Poster A. Then answer Student B's questions.

Student B: Answer Student A's questions. Then ask Student A about the information you need to complete Poster B.



What has Poster B a 50 percent 50% discount on TVs. discount? Special offers on all At TG Electrics Address: 20 Hamdan Street (opposite the \_\_\_\_\_) Starts: >>> Ends: 5 pm, 14th October

#### Reading

2 Read the texts about two teenagers. How do they want to help the community?

I'm really excited about this week as I'm going to start my new volunteering job! My basketball team are going to play basketball with some disabled children and teach them about the game. I love children (I have three younger brothers and sisters) so I think it will be really fun. I'm happy I can volunteer with my friends, too. I think it is important that people help their community.



My friend and I are looking for some volunteer work. We want to help elderly people or young children. We both like little children! We are going to ask at local community centres about reading to elderly people and local schools about helping young children to read. We read a lot in our spare time but we want to do something useful for other people.



- 3 Complete the sentences with both ... and, either ... or or neither ... nor.
  - 1 Both Tarek and Judy like children.
  - 2 \_\_\_\_\_ Tarek \_\_\_\_ Judy is working as volunteers now.
  - 3 Judy wants to work with elderly people children.
  - 4 Tarek is going to..... play teach basketball.
  - **5** of the teenagers are going to volunteer with their friends.

#### Writing

Write an email of about 100 words asking a friend to go to a community event. Explain where and when it is and what you can both do to help.

### Unit Lesson1

# Have you ever travelled by plane?

Reading: A report about experiences; texts about life experiences; The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn; a text about someone's life

Writing: A story about something that happened in your life; a timeline of a person's life events; a biography of a person

**Listening:** An interview about someone's life; an account of something bad that happened to someone

**Speaking:** Talking about experiences; asking and answering questions about experiences; telling a story

Language: The present perfect with ever,

never, for and since

Life Skills: Communication



Which of these things have you done?



snorkelled in the sea



#### been to a football match



played a musical instrument



#### Research

Where is it best to snorkel in Egypt and why?

#### Find

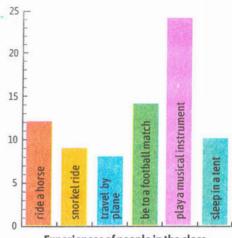
Look through the unit. Who wrote The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn?

### Reading

- 1 Adam asked the people in his class about their experiences. Look at the graph and read his report. Answer the questions.
  - 1 Which two things have the most people in his class done?

2 Which two things have the fewest people done?

I asked the people in my class about their experiences. Most people in the class have played a musical instrument. Not many people have ridden a horse or slept in a tent. Even fewer people have snorkelled. Most people in the class have never travelled by plane, but Hazem has travelled by plane three times! I also asked, 'Have you ever been to a football match?'About half the people in the class haven't been to a football match and about half the class have.



Experiences of people in the class

### Language

### The present perfect

• Use have/has + the past participle to talk about things that we have done at some time in the past (past experiences). We don't need to say when we did something.

They have ('ve) ridden a horse.

He has ('s) travelled by plane.

have not (haven't) played a musical instrument.

They have ('ve) never travelled by plane.

Have you ever been to a football match? Has she ever ridden a horse? Yes, she

has./No. she hasn't.

- 2 Complete the sentences with the correct form of the present perfect.
  - 1 Hania has played (play) tennis many times.
  - 2 It is Lara's birthday today and she ....... (eat) a lot of cake!
  - 3 | (not/read) that book.
  - 4 you ever (be) to Giza?
  - 5 Lina ever (see) that film?

Work in groups.

Ask the people in your group about their experiences using the pictures from page 34 or think of your own ideas.

Yes, I have.



4 Complete the sentences.

Most people in my group have ....., but not many people have .....

Have you

ever played

volleyball?



### **Speaking**

- 1 Ask and answer these questions in pairs.
  - 1 Which people in your family have been to another country?
  - 2 Has anyone in your family climbed a mountain?
  - 3 Have any of your cousins got married?
  - 4 Have your parents always lived in the same house, or have they moved?

### Listening

- Discuss the questions in pairs.
  - 1 How much do you know about the lives of the older people in your family?
  - 2 Do you think it is important to learn about the history of your family? Why?
- 3 Listen to Talia talking to her grandmother and answer the questions.
  - 1 Have Grandad and Grandma lived in their house for a long time? ..........
  - 2 How do you know?.....
- Listen again and answer the questions.
  - 1 When did Talia's grandmother move to the house she lives in now? When she got married.
  - 2 How long has Talia's grandmother been married?
  - 3 When did Talia's grandmother and grandfather meet?
  - **4** When did Talia's mum and dad move to their house?
  - 5 Where did they live before that?.....

### Did you know?

We can learn a lot from elderly people, but they can be very sensitive. Listen to them carefully and give them an opportunity to ask questions and express themselves.



### Language

5 Look at these sentences from Talia's conversation and choose the correct word.

I've lived in the same house since I was born.

Your mum and dad have lived in that house since 2008.

We've been married for over 50 years.

They've known each other for a long time.

- 1 We use for / since for a period of time (e.g. six years, a month, two days).
- 2 We use **for / since** for a point in time (e.g. 1990, one o'clock, yesterday).
- 6 Complete the sentences with for or since.
  - 1 Lama has had her phone for two years.
  - 2 Mr Sabri has been at this school 2020.
  - **3** Hatem has lived in Alexandria many years.
  - 4 Malak has been friends with Injy \_\_\_\_\_ they were children.
  - **5** Fady has had a headache \_\_\_\_about an hour.
  - 6 Kamal and Lina have been married last year.

### Remember!

The present perfect tense comes before since and for. The past simple tense comes after since if there is a subject.



### **Speaking**

7 Work in pairs. Ask your partner questions using How long + the present perfect and complete the table.

How long?	Partner's Name:
1 live / your house?	
2 be / this class?	
<b>3</b> know / your best friend?	
4 have / a phone?	
5 study / English?	
6 be / at school today?	4
7 enjoy / favourite hobby	
·	I've lived there

How long have you lived in your house?

### Writing

8 Use the table to write six sentences about your partner in your notebook.

Imad has lived in his house since he was born.





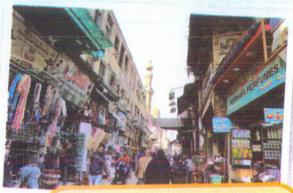
since I was born.

### 4

### Lesson

### Reading

- Match the verbs to the life experiences.
  - 1 c learn
- a to another country
- 2 join
- **b** school
- 3 start
- c a language
- 4 move
- d a match
- 5 win
- e a sports club
- 2 Read the texts and answer the questions.
  - 1 Where does Maher live? \_\_\_\_\_
  - 2 What language does Azza use? Why? .......
  - **3** Why does Wael live with his grandparents?



#### Maher

I have lived in a village in the south of Egypt all my life. I have never been to another country, but last year I visited Cairo with my uncle and my cousins! It was so big and busy, but it was fun. We went to lots of museums because I am very interested in history.



#### Azza

I have had hearing problems all my life and I learnt sign language from when I was a baby. When I first started school, I went to a special school for **deaf** children. Now, I have been at a local school for three years. I am the only **hard of hearing** person in my class. Sometimes it is difficult, but I have a teacher who can use sign language to help me. She explains things I can't understand in sign language. Some of my friends have learnt some sign language, so they can help me, too.

### Wael

My parents died when I was a baby so I have lived with my grandparents since I was one. We used to live in the **countryside**, but we moved to the city three years ago. I like living here, there is lots to do. I joined a handball club and I have won lots of matches with my team. It's really fun.

Read the texts again and tick the correct person or people.

Who	Maher	Azza	Wael
likes sport?			1
has moved?			
needs help at school?			
is interested in history			
went to a special school		L. N. E	
doesn't live with his/her parents?			
has never left Egypt?			11/2/11/11

### Language

Complete the text with the past simple or present perfect form of the verbs in brackets.

My name's Salma. I 1 was (be) born in Syria but my family <sup>2</sup> (come) to Egypt when I was five years old. We 3 (not /visit) Syria since I was very young, but some of my family still live there. When I was eight, I 4 (start) playing the piano. I <sup>5</sup> (play) in many concerts. Hove music. Two years ago, 16 at a concert in the Cairo Opera House. It was amazing!



### Remember!

• Use the past simple for finished actions in the past. We usually say when it happened.

Last year, I visited Cairo.

We **moved** to the city three years ago.

• Use the present perfect for past actions when the time is not important or for things that still continue now.

Some of my friends have learnt sign language.

I have never been to another country.

### Speaking

- Work in pairs.
  - 1 Take turns to use the words in A with ever to ask a question in the present perfect.
  - 2 If your partner answers yes, use the words in B to ask more questions in the past simple.

Have you ever moved to a new place?

Yes, I have.

- move / new place?
- be / different country?
- join / a sports club?
- play / instrument?
- learn / different language?

- when? where?
- when? where?
- which?
- which?
- which?



When did you move?

Discuss these questions in pairs.

Whose life is most like yours: Maher, Azza, Wael, Salma or none of them? Why?

### 4 Lesson 4

### Reading

Mark Twain was an American writer who wrote fun novels. He wrote The Adventures of Tom Sawyer and its sequel, The Adventures of Huckleberry Finn. Both novels are about the adventures of teenage boys.

- Read the two stories. Who thought that somebody was lost? Who travelled in a canoe? Why did they think or do these things?
- 2 Look at the words in red. Use a dictionary to check the meaning. Write them in your notebook.
- 3 Read the stories again. Are these sentences true (T) or false (F)? Correct the false sentences.
  - 1 Aunt Polly did not know that Tom was in the forest. I
  - 2 Tom had a dream that he was playing a game.
  - **3** Aunt Polly and Mary wanted Tom to think more about other people.
  - 4 Huckleberry lost the raft in the fog.
  - 5 Jim had a bad dream.
  - 6 Huckleberry felt bad because he scared Jim

### **Speaking**

- Ask and answer the questions in pairs.
  - 1 What are the similarities and the differences between the two stories?
  - 2 Why did Tom and Huckleberry both say that they were sorry?
  - **3** When is it important to say sorry to somebody?



### The Adventures of Tom Sawyer

They did not see Tom all day. All the time that Tom was playing games in the forest, his Aunt Polly worried about him. She thought he was lost or badly hurt. She was so happy when he returned and told her that he was fine.

'It was just a game, Aunt Polly,' said Tom.

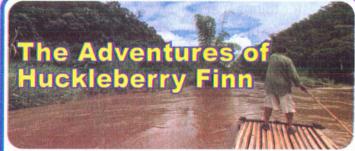
'I'm sure it was a fun game for you, but we all worried about you. We didn't know where you were. Why didn't you tell me?'

'I told you in a **dream**,' said Tom. 'I just forgot to tell you when I was **awake**.'

'He never thinks of other people,' said his cousin Mary.

'Yes, you should think about other people,' said Aunt Polly. 'You know I care about you, Tom. Try to remember how other people feel.'

'I'm sorry that I didn't tell you,' said Tom. 'It won't happen again.'



Jim and I were on a **raft** going down the river when it became foggy. I left the raft to try and find a place for us to stop for the night. I got into a small **canoe** and went along the river. Then I tried to return. However, it was so foggy that I could not see the raft! I called out but I could not hear Jim.

My canoe went down the river for a long way, and I hoped the raft was **following** me. I travelled all night, but the next morning, it was not foggy and finally I saw Jim. He was sleeping on the raft.

I climbed on the raft and said, 'Hello, Jim. Have you been sleeping?'

'I was scared!' he said. 'I couldn't see anything because it was foggy!'

He looked angry. 'I had a terrible night, Huck!' he said. 'It was like a bad dream.'

'i'm sorry,' I said. From that time, I decided I would never scare him again.

### Lesson 5

### Listening

1 Discuss this question in pairs.

Can you remember what bad thing happened to Jim in The Adventures of Huckleberry Finn?

2 Listen to Nihal telling a story and answer the question. What bad thing happened to Nihal?

- 3 (1) Listen to Nihal again and answer the questions.
  - 1 What sport does Nihal do? Gymnastics
  - 2 How long has she done this sport?
  - **3** On which days does she usually train?
  - 4 Why was she training more a few months ago?
  - **5** Where was she when she hurt her leg?
  - 6 Who took her to the hospital?
  - 7 What does she want to do next year?



Listen to Nihal again Answer the guestions

O	Lister	1 to Minai a	igain. Ansv	ver the	questions.

1 How fast does Nihal speak? very fast

not too fast

slow

very slow

2 How easy is it for you to understand Nihal?

very easy

easy

Life Skills

difficult

very difficult

- 3 Tick the things Nihal does when she tells her story.
  - a Introduces her story.
  - c Says when the story happened.
- 4 Do you think that Nihal told her story
- **b** Says where the story happened.
- d Explains how she felt.

### Speaking

5 You are going to tell a story about something that happened in your life.

well? Why? Tell your partner.

1 Think of an interesting story that has happened to you. It might be something good (e.g. a holiday) or something bad (e.g. a problem that you had).

When you are giving a talk or telling a story, try to organise your ideas before you talk. Think about making your story more interesting by adding adverbs and

Suddenly, there was a huge, noisy storm!

- 2 Answer these questions to make notes about your story.
- When? Where?
- What happened?
- How did you feel?
- 3 Work in groups. Take turns to tell your story.

adjectives. For example:

Today I'm going to tell you about a good thing that happened to me.

- Read about Munir and answer the guestions. Use your dictionary to check the meaning of difficult words.
  - 1 What does Munir find difficult? Why?
  - 2 What has Munir achieved in his life?
  - **3** What job does Munir want to do?

I was born in Cairo and I have lived there all my life. When I was little, I always loved to draw and paint but I found reading and writing very difficult. At school, I didn't always understand the lessons and it was really hard. I thought I wasn't very clever.

Then my parents and the school decided to take me for some tests. They discovered that I had dyslexia. This means it is difficult for my brain to read and spell. After that, I got more help at school and I started to understand more.

When I took my exams, I got really good results! I was surprised and happy. Laker, I got a prize for my art and then I decided I would like to be an artist one day. New, I volunteer at a charity for other children with dyslexia and teach them about art.

### Remember!

Dyslexia is a learning disability which affects reading and writing, Many smart people have dyslexia. They can understand and see well, but they have problems with reading.

Complete the timeline of Munir's life in your notebook.

borm in Cairo re loved drawing and painting

3 Look at the expressions in red in the text. What do we use these words for?

### Speaking

- Ask and answer the questions in pairs or small groups.
  - 1 What important things have you achieved in your life?
  - 2 When did you do them?

### Writing

- 5 You are going to write about things that you have achieved.
  - 1 First, complete a timeline of important events in your life.

I have learnt to swim.

When did you learn that?



2 Now, write a paragraph about what you have achieved. Use when, after that, later, then and now.

Waleed hasn't been

to an aquarium.

### Review

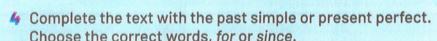
1 Complete the crossword.

#### Across

- 2 To find out some new information about something.
- 4 Swim with your face under water using special equipment.
- 5 This tells you how you have done in an exam.
- 6 A long, narrow boat for one or two people

#### Down

- To become part of a club.
- 3 Something that happens in your life.
- 2 Write questions using the present prefect with ever.
  - 1 be / aquarium Have you ever been to an aquarium?
  - 2 climb / mountain
  - 3 play / chess
  - 4 visit / an orphanage
  - 5 be / to Alexandria
  - 6 visit / park
- Ask and answer the questions in Exercise 2 in pairs. Then tell other people in the class the answers.



Different families 1 have lived (live) in our house 2 or / since over 200 years. I 3 (live) here with my family 4 for / since 2016. Before that, we 5 (live) in Cairo. My parents (change) some of the house when we moved here. For example, my mum 7 (want) a new bathroom! My grandmother 8 (live) with us 9 for / since four years. It is a happy, family home.

Look at this information and write a paragraph about what Radwa has achieved and how she did it. Use some of these words.

after that later now then

What: Learnt to swim!

When: 2020

Why? Scared of water (as a child)

#### How?

- 1 Went to swimming pool with family.
- 2 Started swimming lessons.
- 3 Went to the beach on holiday (swam in the sea!).
- 4 Swam 100 metres!

Now: Go swimming every week.

		_
Workb	ook p	age 101

### Lesson1

# Young role models

Reading: A text about a business person and a space engineer; a biography of a friend; an article about a sports tournament; a biography of a tennis player

**Writing:** A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model

**Listening:** A conversation about a role model; an interview with an inventor; a conversation about sharing good news

**Speaking:** Discussing jobs; talking about sports tournaments; responding to good news

Language: The present perfect with yet and already

Life Skills: Respect for diversity

Quiz

Find these jobs in the photos. Use your dictionary for difficult words.

business person campaigner computer programmer engineer mathematician space scientist sports champion volunteer



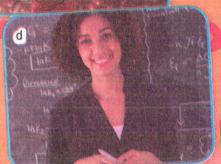


### Research

Choose one of the jobs and find out more. What does the person do? What skills do they need?













### Find

Look through the unit. How many countries took part in the 2021 World Men's Handball Championship in Egypt?

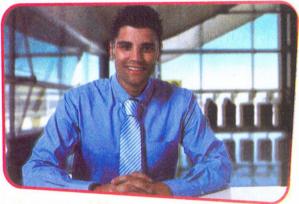
### Reading

- 1 Which of the jobs from page 44 would you like to do? Why?
- 2 Read the text. Why do you think Gamal likes his job?

My cousin, Gamal, is a business person. When he finished university, he got a job with a big company in Cairo. He's worked there for three years now.

I think he's got a very important job. He's the manager of a team of people and they have meetings every day. He works very hard. Sometimes, he has to meet people from companies in other countries. He has travelled to lots of interesting places. Last year, he went to Nigeria and Brazil.

I'd like to be a computer programmer because I'm good at computers and I want to do an interesting job.



- 3 Read the text again. Choose the correct words.
  - Gamal got his job after he finished school (university).
  - 3 Gamal is the manager of the company / a team of people.
  - 5 Sometimes Gamal travels to / has visitors from different countries.
- 2 He started working for the company three years ago / last year.
- 4 He has meetings with people from his company / different companies every day.

### Language

- Complete the sentences with the present perfect or past simple form of the verb in brackets.
  - 1 Samipassed (pass) his exams last week.
  - **3** My mum....... (want) to be a sports champion when she was young.
  - Noha...... (work) as a volunteer since she left school.
- 2 I...... (visit) lots of interesting cities in my country.
- 4 We...... (finish) our science project last week.
- **6** My brother...... (read) lots of interesting books about space science.

### Writing

- **5** Write about someone in your family with an interesting job. Answer these questions.
  - 1 Who is the person? What is his or her job and why is it interesting?
  - 2 How long has he or she had the job? When did he or she start it?

### 5

### Lesson2

### Reading

Read the article quickly. What did Samar design?



**医新香香香香香香香香香香香香香香香香香香香香香香**香香



Samar Abdelfattah has always been interested in space. As a young child, she wanted to be an astronaut. After she finished school, she went to Cairo University to study space engineering. While Samar was at university, a space technology company had a competition. Students had to design a **hyperloop** – a new, very fast form of transport that travels above the ground. Samar decided to enter the competition and asked other engineering students from the university to join her team.

Teams of students from universities all around the world entered, but Samar's team was the only one from Africa or the Middle East. They worked hard on their design and they won the competition. Samar travelled to the USA to receive the **award**.

Three years later, Samar started her own company.
Now she is a space engineer and a business person.
She also gives **speeches** to other young engineers to help them achieve their **goals**.

- 2 Read the article again and complete the sentences. Use your dictionary for difficult words.
  - 1 Samar wanted to be an <u>astronaut</u> when she was young.
  - **3** A space \_\_\_\_\_company had a competition and Samar entered it.
  - 5 Now Samar is a space engineer and a .......................
- 2 Samar studied \_\_\_\_\_ at Cairo University.
- 4 Samar travelled to the USA to receive her .......
- 6 She helps young engineers to ......

### **Speaking**

- 3 Work in pairs. Ask and answer questions.
  - 1 Which / university / go to?
  - 2 What / she enter?
  - 3 Who / be / in her team?
  - 4 Where / other teams / come from?
  - 5 When / Samar / start her company?
  - 6 Who / she / give speeches to?

Which university did Samar go to?



- 4 Discuss these questions in pairs
  - 1 What challenges do you think there were for Samar and her team?
  - 2 What has Samar achieved?

### Listening

- 5 (a) Listen to a discussion about the campaigner Magdy Abdel Sayed and choose the correct answer.
  - 1 Why was it difficult to find a school for Magdy?
    - a Because Magdy needed a lot of help with his work.
    - **b** Because some schools didn't have equipment for disabled people.
  - 2 What kind of education did Magdy have?
    - a He studied at home.
    - **b** He went to school and university.
  - **3** What has always been important to Magdy?
    - a Helping other people.
    - **b** Getting a good job.
- Listen to the conversation again and complete the notes about Magdy's achievements.



### MAGDY ABDEL SAYED: CAMPAIGNER FOR DISABLED PEOPLE

- 1 gt school: won an award from Cambridge University
- 3 at university: ...... for different charities 4 now: works with a charity that ......
- 2 after school: lots of companies wanted to

### Writing

- Write a short text about Magdy Abdel Sayed. Use the information from the notes in Exercise 6.
  - Magdy Abdel Sayed has had a lot of challenges in his life, but he has also achieved

### Life Skills

- 1 What do you think are the challenges for disabled people in the situations below? at university at school at work
- 2 How can we help disabled people to achieve their goals?



### Lesson 3

### Reading

Read Judy's biography of her friend Ava. Tick the things Aya has done in her life.

My friend Ava has always loved writing stories and poems. When she was six, she won a prize for a poem she wrote! She has already written a book of stories. Now, she's writing her second book, but she hasn't finished it yet. She really likes to be creative. She has played the guitar for three years now. She's played in two concerts already. She felt very nervous but she was amazing!

Ava would like to volunteer to teach writing and music to children one day. Her other dream is to create an app to help children learn. She hasn't been to another country vet, but there are lots she wants to visit! Maybe we can go travelling together.

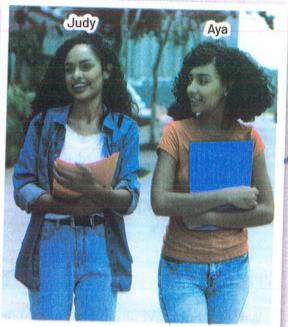
- 1 won an award or competition
- 2 learnt a musical instrument
- 3 worked as a volunteer
- 4 created an app
- 5 travelled to another country
- 6 written a book
- 7 played in a concert
- Match to make sentences about Aya.
  - e She won an award for writing
  - 2 She has finished writing
  - 3 She was nervous
  - She wants to volunteer to 4
  - She hasn't 5
  - 6 She is a very





- a work with children.
- **b** when she played concerts.
- c been to another country yet.
- d creative person.
- e when she was a child.
- f one book already.





### Language

- 3 Reorder the words to make sentences or questions in the present perfect.
  - 1 finished / I / my / homework / yet / haven't | haven't finished my homework yet.
  - 2 that / I've / already / film / seen
  - 3 our / eaten / already / We've / lunch
  - 4 already / three / learnt / He's / languages
  - 5 visited / Have / Pyramids / yet / they / the /?
  - 6 new / Have / the / yet / been / you / to / restaurant /?

### The present perfect with yet and already

Yet means 'at any time until now'. Use it at the end of negative sentences and questions.

She hasn't been to another country yet. Has she learnt a musical instrument yet?

Already means 'before now' or 'before a particular time'. Use it at the end of the sentence or before the main verb.

She's played in two concerts already. She has already written a book of stories.



### Listening

- Listen to the interview. What has Haytham created? What does it do?
- Listen again. Complete the sentences with the correct form of the present perfect and already or yet.
  - 1 Haytham has ereated (create) an app already.
  - 2 People in a few schools (use) the app.......
  - 3 Haytham (create) any other apps.......
  - 4 He (get)ajob ........
  - **5** He (talk) to some companies about his ideas.......
  - 6 He (finish) school ........

### Speaking

- Look at the list in Exercise 1. Discuss the questions in pairs.
  - 1 Which of these things have you done already?
  - 2 Which of these things haven't you done yet (but think that you will one day)?



### 5

### Lesson 4

### Reading

- 1 Discuss these questions in pairs.
  - 1 Do you like to play or watch handball? Why?
  - What jobs can you think of that people might do at a handball competition?
- 2 Read the newspaper article quickly and answer the questions.
  - 1 How many of the jobs that you thought of are in the article?
  - 2 Why do you think the article is called In the bubble?
- 3 Match the words from the article 1-5 with the words that have a similar meaning a-e.
  - d contest
    d contest
    d workers
    d workers
    b winners
    c sports event
    d competition
- Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

staff

1 There were 600 teams in the contest. F. There were 32 teams.

e players

- 2 Some people thought it was impossible to have the contest.
- 3 Nobody could watch the handball matches at the stadiums.
- 4 The medical team tested the players for coronavirus every day.
- **5** Everyone working at the tournament stayed in the same hotel.
- 6 The organisers of the Olympics in Japan have asked the medical team for advice.

### IN THE BUBBLE

Today, the 2021 World Men's Handball Championship in Egypt finished. It has been the biggest handball tournament ever. The Egyptian team did an excellent job and reached the quarter finals (the last eight). There were over 600 competitors from 32 countries. They have played over 100 games and scored more than 5,500 goals! All of this was during the coronavirus pandemic. Many people said it wasn't possible, but the contest in Egypt has been fantastic!



The medical team

The **medical team** have worked for months to make the tournament safe. Firstly, there haven't been any **spectators**. Also, the players and **staff** have had tests for coronavirus every 48 hours. Players and people working at the tournament have used four hotels and stayed inside this 'bubble'. These hotels all have a health centre and every team has had a doctor to work with them. Lots of cleaners have worked day and night to clean the stadiums and the hotels and make them safe.

The medical team were from the Ministry of Health and the Ministry of Youth and Sports. They have done such an **incredible** job that the **organisers** of the 2021 Olympics in Japan have asked them for their advice. What an amazing achievement!

### **Speaking**

- Work in small groups. Discuss these questions.
  - 1 What was the last sports tournament you watched in a stadium or on TV? Who won? Did you enjoy it?

I watched the Olympics on TV. I liked all the different sports. It was exciting when there was a competitor from Egypt.

5

### Listening

1 Discuss this question in pairs.

When someone wins an award or a competition, what can you say?



### Did you know?

The Polish musician Frederic Chopin (1810–1849) wrote piano music from the age of seven and performed in concerts when he was eight!

- 2 Listen to Fareeda. What is the good news she is telling her friend, Malak?
- 3 Listen again and answer the questions.
  - 1 When did Fareeda get the results of her exam? She just got them.
  - 2 What score did she get?
  - **3** How did she feel when she was doing the exam?
  - 4 Why is Malak not surprised by the result?
- Listen again. Complete the phrases that Malak uses to respond to Fareeda's news.
  - 1 Well done! Great !
  - 2 You did really ........
  - 3 What an amazing .....!
  - 4 I'm really for you.
  - 5 You worked really .......

# areeda's news.

### **Speaking**

5 Work in pairs. Take turns to be A and B.

Student A: You have some good news to share. Choose one of the ideas opposite (or think of your own good news). Tell Student B

Student B: Listen to Student A's good news. Ask him or her about it. Use the expressions from Exercise 4.

You won an award.

You passed an exam.

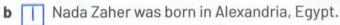
You learnt a new skill.

You won a contest.

### 5 - Lesson 6

### Reading

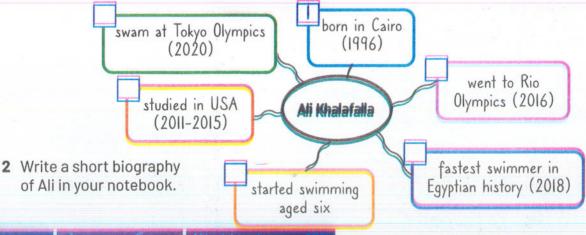
- Put these sentences from a biography about Nada Zaher in the correct order. Find the meaning of new words in your dictionary.
  - When she was a teenager, she found out that she had a sports **scholarship** to go to Columbia University in the USA.



- c Then she went to the USA to study and play tennis.
- d Now she helps students from Egypt and other countries to follow their dreams.
- e So, she started a company to connect athletes with universities in the USA and helped them to find scholarships.
- f As a child, she played a lot of tennis.
- **g** After university, she returned to Egypt and decided to help more international athletes to study in other countries.
- Read the biography again and answer the questions.
  - 1 Where is Nada from? She is from Alexandria.
  - 2 What sport did she play?
  - 3 Where did she get a scholarship for?
  - 4 What does she do now?

### Writing

- 3 Look at these notes about the swimmer Ali Khalafalla, and put them in order.
  - 1 Put the notes in order, from the earliest until now.







### Review

Work in pairs. Take turns to be A and B.

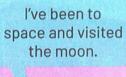
Student A: Pretend you do one of the jobs from the unit. Tell Student B what you have done but do not name the job.

Student B: Guess your partner's job.

- 2 Discuss these questions in pairs.
  - 1 Which of these things have you already done today?
  - 2 Which haven't you done yet?

eat breakfast do homework watch TV

clean teeth eat dinner
talk to friends play computer games get dressed



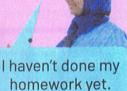






I've already eaten breakfast.





Complete the dialogue with these words. Then listen and check your answers.

done happy incredible news tournament scholarship

Fares: Guess what? I have good 'news.

Mazen: What is it?

Fares: I have got a 2..... to a university

in Canadal

Mazen: Well 3 .....! That's 4......

Fares: Yes, I can't believe it. I'm going to

play tennis and study hard.

Mazen: I'm really 5 ...... for you. You will

play at an important 6..... soon!

### **Project**

Make a fact file about a young role model.

- 1 What is a role model? Think of some famous young role models. Why are they role models? Make notes.
- 2 Work in small groups. Compare the information you found and choose one of the people for your project.
- **3** Work together to research more information about this person's life.
- 4 Make a fact file about this person for your classroom. You might include:
- pictures of the person
- a timeline of their life
- what they have achieved
- why you think they are a role model.
- **5** Compare your fact files with other groups. Do you think they are all good role models?





Reading: An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem

Writing: A response to a blog; a paragraph about ways to relax; an email of apology; an email suggesting how to help a friend; a poster helping people with mental health issues

Listening: A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems

Speaking: Discussing teenage worries; showing that you are listening; suggesting solutions to problems

Language: had to / didn't have to, was / wasn't able to, could / couldn't

Life Skills: Empathy

### Discuss

Look at the website question. Can you match the answers to the photos?



Find out how much time teenagers in Egypt spend on social media.







achievements







appearance

cyberbullying

Discuss

What kind of things do teenagers worry about?

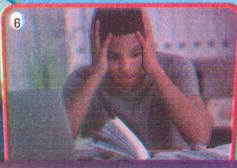
school work

social life

skills and abilities







#### Find

Look through the unit. What new subject has been introduced in many schools in the UK?

Lesson 1

### Listening

- Listen to Hisham and Kamal talking about the website on page 54.
  What problems do they talk about?
- 2 Complete these sentences from the conversation in Exercise 1 with the words in the box. Then listen and check your answers.

anxious embarrassed positive upset

- 1 I'm embarrassed about being so tall.
- 2 You shouldn't feel bad about being tall. Your height is a thing.
- **3** For me, exams are a problem. I get very about them.
- 4 The unkind text messages made her feel really . .
- 3 Discuss these questions in pairs.
  - 1 Do you think that the problems on page 54 are common problems for teenagers?
  - 2 Can you think of any other things that make teenagers feel embarrassed, anxious or upset?



### Reading

Read the text. What are the positive and negative things it says about social media?

Today, nearly four **billion** people use social media in their daily lives. Some studies have found that around 63% of people **report** feeling upset and anxious after using social media. On the other hand, social media can be helpful because we can share experiences and **support** each other. People can spread positive messages this way about the importance of looking after our mental health.

### Speaking

- 5 Discuss the questions in pairs.
  - 1 How can the uses of technology in the pictures be positive or negative for your mental health?
  - 2 How do you use technology and social media in a positive way in your life?





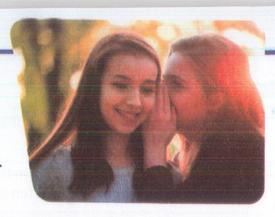


### 6

### Lesson 2

### Reading

- Read the texts quickly and answer the questions.
   Use your dictionary for difficult words.
  - 1 What kind of texts are they?
  - 2 Where do you think that you would find these kinds of texts?





### Teen problems

Nobody knows that I failed my English speaking test, and I feel very embarrassed about it. Yesterday, I told my best friend and I said, 'Please don't tell anyone because nobody knows. It's a secret'. The next day, my friend's mother, who is British, offered to help me with my English. I felt very unhappy with my friend because she told somebody. She said she was only trying to help me, but I don't want to tell her any of my secrets any more.

Magda

Q

I have a lot of friends, but we have very different opinions about things. They say I mustn't talk to some people in the class. We don't always agree, and I feel that I am very different from them. It makes me feel lonely.

Salma

My parents want me to be a doctor when I finish school. A doctor has to be good at science subjects, however, and the work is too difficult for me. I don't want to disappoint them, but I really don't think I can be a doctor.

Adam

- 2 Read the texts again and answer the questions.
  - 1 What problem was Magda embarrassed about? She failed her English speaking test.
  - 2 Why is she unhappy with her friend?
  - 3 How is Magda going to change her behaviour with her friend now?
  - 4 Why does Salma think her friends are different to her?
  - 5 How does Adam feel about science subjects?
  - 6 Why is he anxious about what his parents will think?



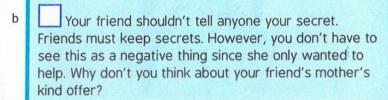
### **Speaking**

- Discuss the questions in pairs.
  - 1 Do you think that it was wrong for Magda's friend to tell her mother about Magda's problem? Why?
  - 2 Do you think that you can feel lonely even if you have a lot of friends? Why?

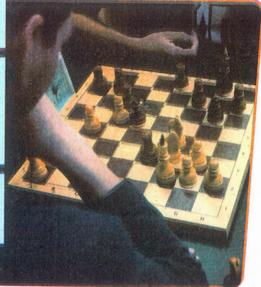
### Reading

Read and match these answers a-c to the people who have the problems in Exercise 1. Do you think this is good advice? Why?

а		You should talk to them and tell them how you fee	
	1	You should talk to them and tell them how you fee	١.
	8	They might be more understanding than you think.	



How about joining a club to meet people with similar interests? You don't have to belong to only one group of friends.



### Language

### Remember!

- Use must to talk about things that are necessary, and mustn't for things that are necessary to avoid.
  - Friends must keep secrets. I mustn't talk to some people in the class.
- Use have to when something is essential to do (you have no choice), and don't have to when something is not essential to do.
  - I have to be good at science subjects. You don't have to see this as a negative thing.
- Use should / shouldn't for advice or to talk about things that are or are not a good idea to do.
  - You should talk to them. People shouldn't tell others this sort of information
- Use might to say that something is possible or uncertain.
   They might be more understanding than you think.

I might go to the stadium, but I'm unsure.

### Writing

Read the problem and then write your advice in your notebook. Use some of the verbs from the Remember! box.



I find it difficult to feel positive about school these days. I am anxious about my exams, and I often feel lonely. I am too embarrassed to tell anyone that I feel upset.

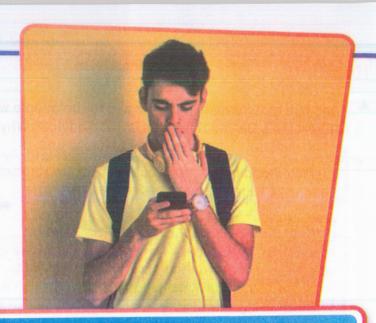


### 6

### Lesson 3

### Reading

- Read the blog quickly and answer the questions. Use your dictionary for difficult words.
  - 1 What negative experience does it describe?
  - 2 What message does Hussein want to share with the readers?







Hussein

I always wanted to be part of a certain group of popular students. One day, they suggested that we **cyberbully** a boy in my class called Eyad, so I wrote an unkind comment about him on social media.

I thought that my friends would think it was funny. I didn't realise that they were **joking**, and I was the only one to write an unkind comment.

Eyad read my comment and the next day he didn't want to come to school. I had to tell my parents, and they couldn't understand why I did it. Then, the other students did not want to **include** me in their group. I am so embarrassed about what I did.

However, I hope my experience will have a positive result, too. I didn't have to do what my friends suggested. You should think before you do something. Some online messages can hurt people very badly.

I was able to say sorry to Eyad the next day. He is very kind and now we are friends. So, you should choose your friends carefully and always be kind to people.

Hussein

- 2 Read the blog again and answer the questions.
  - 1 Why did Hussein want to be friends with a certain group of students?
    They were popular.
  - 2 Why did he write an unkind comment about Eyad?
  - 3 How did Eyad feel when he read the unkind words?
  - 4 How did Hussein's parents feel when they heard the news?
  - 5 What was Hussein able to do the next day?



### Life Skills

It is important to apologise when you do something wrong. It shows that you are brave enough to face your mistakes.

### **Speaking**

- 3 Discuss the questions in pairs.
  - 1 Do you think that Hussein is still good friends with the popular students? Why?
  - 2 Do you think that Eyad is a good friend? Why?

### Language

- 4 Complete the sentences with had to, didn't have to, was able to, wasn't able, could or couldn't.
  - 1 I couldn't understand the film because it was in a language I don't understand.
  - 2 Hana lost her ticket to the concert, but luckily, she \_\_\_\_\_\_ to buy another one that evening.
  - **3** Hazem is really tired this morning. He \_\_\_\_\_\_ stay up late last night to revise for a maths test.
  - 4 The baker's was closed, but we \_\_\_\_\_ buy some bread from the shop next door.
  - 5 I tried to go into the building, but the door was locked and I \_\_\_\_\_\_ to open it.
  - 6 Malak ...... buy more rice because we had lots already!

### had do / didn't have to, was / wasn't able to, could / couldn't

- Use had to / didn't have to to talk about things that were or were not necessary or essential to do in the past.
  - I had to tell my parents about the problem that I faced.
  - I didn't have to do what my friends suggested.
- Use was (wasn't) able to / could / couldn't to talk about past abilities.

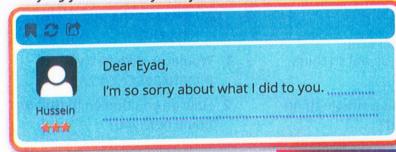
I was able to say sorry to Fawzi. We were able to push the car.

They **couldn't** understand why I did it.

**Note:** Use was / were able to with action verbs to talk about a past ability related to a single event in the past.

### Writing

5 Imagine that you are Hussein. Continue the email below saying you are sorry to Eyad.



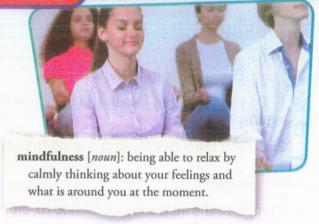


### Lesson 4

### Culture

### Reading

- Read the definition of mindfulness. Which three things do you think people do in a mindfulness class? Discuss in pairs.
  - try to remember facts
  - breathe slowly
  - relax
  - try to think about the present, not the future or past
  - go to sleep
- Read the text and check your answers to Exercise 1. Use your dictionary for difficult words.



### THE DAILY NEWS

As part of a plan to improve students' mental health, more than 350 schools in the UK recently introduced mindfulness as a part of the timetable. In a mindfulness class, students learn to breathe slowly and to only think of the present. It isn't easy. We usually think about things we have done in the past or things we have to do in the future. However, trying to think only about the present helps us to relax, and to really think deeply about everything we are doing at the moment. This helps

to stop us from feeling anxious or worried about things we have done or have to do. Students say that mindfulness helps them to feel better about themselves, and afterwards, they do better at their school work, too.



### Listening

- 5 Listen to some students talking about mindfulness. Put the following things they mention in the correct order.
- 4 🕟 Listen to the students again and answer the questions.
  - 1 Which negative feeling does one of the speakers mention? Feeling angry
  - 2 What does mindfulness teach you to do with negative feelings?.....
  - 3 How can breathing help you? ......
  - 4 Why does mindfulness teach us not to think about the future or the past?
  - 5 How can you find happiness in a simple thing like eating your favourite food?.....

try to think about only what is around you

find happiness in everyday things

### BE MINDFUL!

understand your feelings

breathe in and out slowly

### Speaking

Discuss the questions in pairs.

- 1 Would you like to try mindfulness? Why?
- 2 How do you think mindfulness could help you?

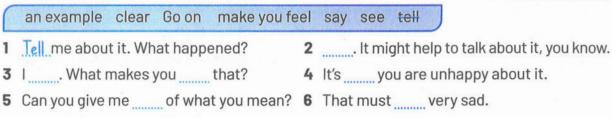
### **Speaking**

1 Work in pairs. Tick ✓ what you think a good listener does.

A good listener	
1 doesn't tell me what to do. 🗸	
2 gives me advice but only if I ask for it.	
3 tries to talk about something else.	
4 listens without interrupting me.	
5 looks interested in what I am saying.	
6 asks questions to make sure they really unde	erstand the problem.
7 tells me about their own problems.	
8 shows that they are listening.	
9 tells me everything is OK and my problem isr	n't serious.
10 tries to help me explain my feelings more cle	early.

### Listening

- 2 Listen to four conversations and answer the questions.
  - 1 Which listeners 1-4 have good listening skills? Listeners 2 and 4
  - 2 What mistakes are some listeners making?
- 5 Listen to the conversations again and complete the expressions the speakers use to show that they are listening.

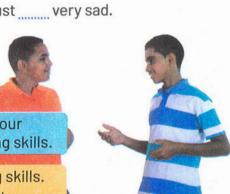


### **Speaking**

4 Work in pairs. Take turns to be A and B.

Student A: Tell Student B that you are anxious about your exams. Then listen to your partner. Show good listening skills.

Student B: Listen to your partner. Show good listening skills. Then tell Student A that some people are unkind to you.



### 6 Lessons

### Reading

Read about Dalia's day. Which parts of the day are positive for her? Which are negative? Use your dictionary for difficult words.



Dalia gets ready for school. She can hear her parents talking to her older brother. He is not doing well at school and they are worried about his exams. She is worried about her brother, too. Before leaving for school, she says goodbye to her brother. He does not look happy and this makes her feel even worse.

Dalia tries to stop her brother playing video games. She tells him that he should study, but he does not listen. Then she looks on social media for some advice, but she can't find anything useful. Instead, her friends just tell her about what they did that day.



The first lesson at school is science. Dalia works hard and does some good work.

The afternoon lessons don't go well. Dalia can't stop thinking about her brother. How can she encourage him to work harder?

Dalia goes home. Her brother is playing video games. Dalia's parents don't know what to do about him.

She wants to tell her friends about her worries, but she finds it difficult to talk about her feelings. So she tells them she had a good day.

- 2 Read the text again and answer the questions.
  - 1 Do Dalia's lessons go well in the afternoon? Why?

    No. they don't go well. She can't stop thinking about her brother.
  - 2 How do the other members of Dalia's family feel? How does this make Dalia feel?
  - 3 In what ways does Dalia find social media unhelpful?
  - 4 Why don't Dalia's friends realise how she really feels?
- 3 Discuss this question in pairs.

What do you think might happen if Dalia ...

- talks to her friends about her problems?
- talks to a teacher?
- does nothing?



4 How can you help Dalia? Discuss your ideas with the class. What do you all agree on?

### **Review**

Complete the text messages with words from the box.

achievement appearance breathe embarrassed lonely mental health negative positive secret upset

I'm worried about my friend. She is so unhappy about her <sup>1</sup> appearance. How can I help her feel more <sup>2</sup> about herself? People like her and she has won prizes for her art; the only <sup>3</sup> thing about her is her opinion of herself. It's really bad for her <sup>4</sup>.

I've just moved here and I'm the only person in my class who isn't from this country. I'm 6 to talk to people because I can't speak the language well. I haven't told anybody about this and I want it to be a 7 . My parents know I feel a bit 8 but they don't know why.

I'm sorry she feels this way. You say that she has won art prizes - you could try to tell her that this is a wonderful 5

It can be 9 being the only person from another country, but don't worry about your language ability. Try to 10 in and out calmly, and then talk to people. Nobody minds when people make mistakes!

- 2 Choose the correct words to complete the sentences.
  - 1 Sorry Mum, I wasn't able to / didn't have to do the shopping for you, because the shops were closed when I got there.
  - 2 You couldn't / didn't have to make coffee for us. We have a machine to make it!
  - 3 Before we had the internet, we must / had to find all our information in books.
  - 4 Did you have to / Could you walk when you were two years old?
  - 5 My mother told me I didn't have to / wasn't able to walk until I was about three!

### **Project**

### Make a poster about teenage problems.

- 1 In groups, brainstorm things that make many teenagers unhappy or worried.
- 2 Make a digital 'word cloud' or draw the words on the poster.
- 3 Read about ways other students cope with their problems below. Which do you agree with?
- Write your own tip for looking after your mental health and add it to the poster.
- 5 Display your posters in the classroom for everyone to read.

Exercise helps me to calm down when I'm angry.

I write my feelings in a diary. Listening to music really helps me.

My advice would be to talk to someone you trust.

Appearance sports

friends cyberbullying by cyberbullying cyberbullying cyberbullying cyberbullying sports

friends cyberbullying sports

## Review

### Lesson1

### Reading

1 Complete the text with the correct form of the verbs in brackets. Use your dictionary for difficult words.

Aya Ayman Abbas is a young Egyptian Paralympic swimmer with an incredible list of achievements. She was born in Cairo and she 'joined' (join) a swimming club when she was six. She ' (can not) walk, but at the age of eight, she was already swimming in national competitions. When she was 16, Aya 3 (become) the first and youngest Egyptian swimmer to enter the 2016 Rio Paralympic Games.

Aya 4 (have to) face many challenges in her life. When she first started swimming, there weren't any swimming teams or equal **opportunities** for disabled people. Aya 5 (able to) achieve her goals with the support of her parents. However, since that time, life 6 (become) a lot more positive for young disabled athletes.

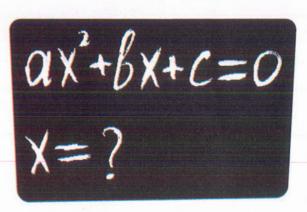
Aya is now a member of the Egyptian Paralympic team.

Although she has a busy life as a university student, she is also a campaigner for disabled sports people. She 7 (not stop) training since her last event. She is a true role model for all Egyptians!

- 2 Read some more facts about Aya and choose the correct word.
  - Aya says she has loved swimming since / for she was a child.
  - 2 She has won the Egypt Cup three times **yet / already**.
  - 3 She was the first female Egyptian swimmer to win medals at a World Championship for / since 1910.
  - 4 She has been a member of the Egyptian national swimming team for / since more than ten years, for / since she was eight years old.
  - 5 No other Paralympic Egyptian girls have been faster swimmers than Aya yet / already.

### Listening

- Listen to two conversations. Which two problems do the speakers talk about?
  - a a contest
  - **b** their appearance
  - c a disability
  - d a secret
- - 1 How does Lina feel about her problem? She feels anxious.
  - 2 How does she think her parents will feel if things don't go well for her?
  - 3 Who does Ola think Lina should talk to?
  - 4 Why doesn't Tamer want to tell Hany about his problem at first?
  - 5 Why is Tamer not able to say he is sorry to his friend?
  - 6 What does Hany think that Tamer should do?



### Vocabulary

- Choose the correct word.
  - 1 Yesterday, I called my teacher 'Dad' and everyone laughed. I felt very embarrassed / joking!
  - 2 My grandfather likes to tell us about his incredible results / experiences when he lived in the desert.
  - 3 When you are upset, try to talk to a good friend who is creative / understanding and will listen to you.
  - 4 Please don't join / interrupt the teacher when she is talking.
  - 5 Tarek won a **scholarship / tournament** to study at a top university.



Work in pairs. Read one fact file each about Kamal. Then ask and answer questions to complete the information.

Has Kamal volunteered vet?

Yes, he volunteered for a charity last summer.



### Student A: Kamal's goals

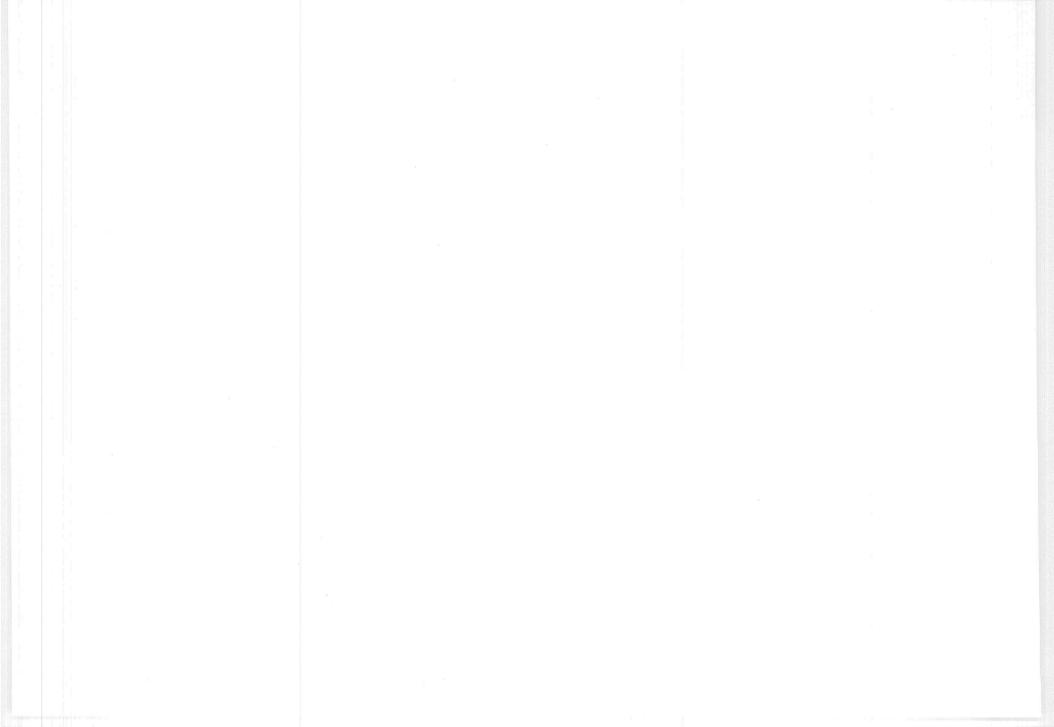
- volunteer for a charity (last summer)
- travel to all the countries of Africa
- get top results in school exams X
- organise a community social media network 🗸
- climb Mount Kilimanjaro
- go snorkelling in the Red Sea / (two years ago)
- win a writing competition
- biggest achievement: Young Sports Champion (2019, 2021)

### Student B: Kamal's goals

- volunteer.....
- travel to all the countries of Africa (Tanzania) , all the others x
- get top results in school exams
- organise a community social media network
- climb Mount Kilimanjaro
- go snorkelling in the Red Sea
- win a writing competition 🗸 (Young Writers of Egypt Award, 2019)
- biggest achievement: Young Sports Champion .....

### Writing

- Write a paragraph about your goals and achievements. Think about the following questions.
  - Which goals have you achieved already?
    - Which goals haven't you achieved yet?
  - What is your biggest achievement?
- When did you achieve this?







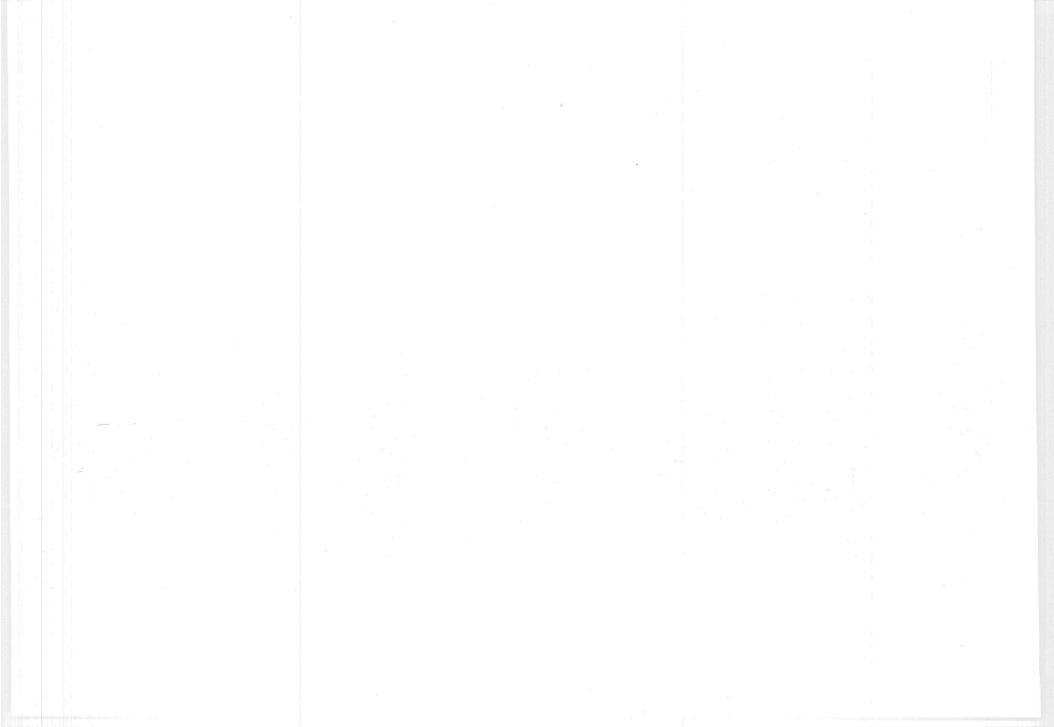
# New Hello!

English for Preparatory Schools

Year Three

Workbook

Matthew Hancock



### Contents

1 Around town	Page 72
2 Let's go shopping	Page 79
3 My community	Page 86
Review A Revision of Units 1–3	Page 93
4 Have you ever travelled by plane?	Page 95
5 Young role models	Page 102
6 What's wrong?	Page 109
Review B Revision of Units 4-6	Page 116

### Check your English

### Checkyour English

1 Complete the questions with these words.

(	a lot of	how to	if lo	ocated	mustn't	quietly	used to	which
1	What m	ustn't you	do in ar	n exam?				
2	What sh	ould you	do	yc	ou feel ill at	school?		
3	What do	you call s	someon	ne who k	nows	pair	nt very wel	1?
4	Which c	ity is	0	n the S	uez Canal?			
5	Who	th	ink tha	t an anir	mal's eye h	elped blin	d people?	
6	What fas	st food ha	s	fat	in it?			
7	What do	you call t	he mat	erial	pe	ople ofter	use to ma	ake clothes?
8	In which	building	do peop	ole usua	lly sit and r	ead	?	
2 N	ow match	the ques	stions f	rom Exe	ercise 1 wit	h the ansv	wers.	
а	cott	on			е	a lib	rary	
b	the A	Ancient E	gyptian	S	f	pizza	а	
С	talk	loudly			g	You	should tell	the teacher.
d	Port	Said			h	an a	rtist	
5 6	Listen	and chec	k vour	answers	s to Exerci	ses 1 and 2	2.	
								mietekoa
								mistakes.
1					saw lots o			
2			•		eum, we s	STATE OF THE PARTY	old statue	\$.
2	rry siste	i bougiit a	COLLOI	i, new, p	retty dres			
3	Tarek w	ants the b	lue sho	es, but	I prefer the	brown or	ne.	
,	Laskst	+h d	الماميا	al   +b:-	l, it is rei-i-			
4	Look at	mose dar	k cioud	s: i thin	k it is rainir	ig soon.		
5	Hundred	ds of fish o	caught	by the fi	ishermen e	very weel	۲.	
						F Charles	THE REAL PROPERTY.	Sel la

- 5 Listen and choose the correct answer from a, b, c or d.
  - 1 The boy is ....
    - a describing a photo
    - c going to the shops
  - 2 The man is ....
    - a buying tickets at a museum
    - c asking for information on the phone
  - 3 The woman is ....
    - a making a salad
    - c saying how to make a salad
  - 4 Sara is ....
    - a cooking food for Leila
    - c making a film
  - 5 The woman in the shop ....
    - a buys a red dress
    - c doesn't buy a dress

- **b** selling clothes
- d buying something
- **b** helping a woman
- d describing a visit to a museum yesterday
- **b** eating lunch
- d saying how to make an omelette
- b inviting Leila to her house
- d going to Leila's house this evening
- **b** wants a larger dress
- d buys a blue dress
- 6 Read the text, then answer the questions.

What clothes do you like to wear? Most people can choose the clothes that they wear each day, but in some jobs you must wear special clothes. For example, firefighters must wear clothes that are made of special material that does not burn. If you are a doctor, you should sometimes wear special clothes and masks that stop you from becoming ill. Many other people, such as engineers and builders, must wear hats and big boots when they are working.



- 1 What is different about the clothes firefighters wear?

  They are made of a special material that does not burn.
- 2 How do the clothes that doctors wear help them?
- 3 What do engineers and builders often wear?
- 4 Why do you think they wear these clothes?
- 5 In which other jobs do people wear special clothes, and why?
- Write in your notebook about a person with a great job.
  - What makes this job special?
- Why do you think the person does this job?
- Say if you would like to do this job and why.

### Around town

#### Vocabulary

- 1 Match the places with what you can do there.
  - 1 d aquarium
  - 2 bank
  - 3 botanical gardens
  - 4 library
  - 5 sports centre

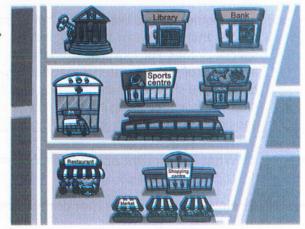
- a You can borrow and save money.
- b You can borrow and read books.
- c You can play volleyball, tennis and other sports.
- d You can see beautiful fish.
- e You can see trees and other interesting plants.
- Now write sentences to say what you can do at these places.
  - 1 café 2 bus station

#### Language

5 Look at the map and complete the sentences.

between corner next to opposite

- 1 The shopping centre is opposite the station.
- 2 The library is ...... the bank.
- **3** The sports centre is \_\_\_\_\_ the aquarium and the hospital.
- 4 The museum is on the opposite the hospital.



- Use the map to answer these questions and give directions.
  - 1 How do I go from the market to the bank? From the market, turn left and go straight on.

    Take the second road on the right. Go straight ahead. The bank is on the left, opposite the aquarium.
  - 2 How do I go from the sports centre to the shopping centre?
  - 3 How do I go from the restaurant to the library?

٩	Match	the v	vords	and t	he (	definitio	ns.

1	d lake	а	calm and quiet
2	monument	b	cars, lorries and motorbikes that use a road
3	peaceful	C	more than usual
4	traffic	d	a large area of water with land around it
5	especially	е	something that people build to remember

#### Complete the sentences with the words from Exercise 1.

1	Can you see all those boats on th	1e lake?	
2	The park is very	in the morni	ings. You can only hear the birds singing
3	My uncle is very good at sports, a	and he is	good at handball.
4	There was a lot of for work.	on the roa	ds this morning, so Mr Ahmed was late
5	The Sphinx at Giza is perhaps Eg	ypt's most fa	mous .

**3** We often make adjectives by adding -ful to a noun. Complete the sentences with the correct form of these nouns.

care help peace use

- 1 You can't hear any traffic here. It is very peaceful-
- 2 Amal's daughter does many jobs around the house. She is always very
- 3 This machine does many things. It is very
- 4 Please be when you carry those eggs!

#### Language

Choose the correct prepositions.

I live 'on' on a small village in the south of Egypt. <sup>2</sup> At / In the weekend, I usually do the same things. <sup>3</sup> At / On Saturdays, I get up <sup>4</sup> at / in 7 am, then I always do my homework after breakfast. <sup>5</sup> At / On lunchtime, I visit my cousins. We like to eat together. Then, <sup>6</sup> in / on the afternoon, I often play games with my cousins. What do you do?

- 5 Write a paragraph of about 100 words in your notebook about what you do on one day in the week.
  - Include where you live and what day you are describing.
  - Write about what you do in the morning, at lunchtime and in the afternoon.
  - Say at what time you do these things.

### 1 - Lesson 8

#### Vocabulary

1 Complete the crossword.

#### Across →

- 1 You can catch a train from here.
- 3 You can use this to follow directions.
- 5 You can go here to see paintings, photographs, objects, etc.

#### Down 1

- 2 You can use this to find when a train or bus leaves.
- 4 You can use this to travel in a city. sometimes it travels underground.

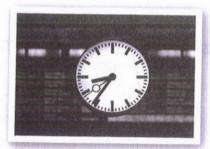
100	1000		-	100		
				h-lb.		
			3			
_	T	T	-			

a 2+ f

#### Language

2 Listen and choose the correct words.

Good morning. This (is) was the 11.30 train to Luxor. It <sup>2</sup>leave / leaves in five minutes. The train <sup>3</sup>stops / stopped at Giza, Assiut and Qena. It <sup>4</sup>doesn't / won't stop at Al Balyana today because there are engineering works. The train <sup>5</sup>arrives / will arrive in Luxor at 23.15.



3 Complete the sentences with the correct form of the verbs in brackets.

Man: Good morning. Where does the train to Aswan leave (leave) from?

Guard: It <sup>2</sup> (leave) from platform four.

Man: Thanks. What time <sup>3</sup> (be) the next train? Guard: The next train <sup>4</sup> (leave) in five minutes.

Man: Great. What time <sup>5</sup> it (arrive) in Aswan?

Guard: The train usually <sup>6</sup> (take) six hours, so the next train

7 (arrive) in Aswan at about 4.30.

- 4 Answer the questions.
  - 1 Where do you go to on a train or bus?
  - 2 How long does the journey take?

A	mower the questions.							
1	Is a valley between two mountains or on a mountain? between two mountains							
2	Does a <b>ferry</b> take people across the desert or across water?							
3	Does a <b>passenger</b> travel in a car or drive a car?							
4	Does a <b>tram</b> use rails like a ra	ailway or travel on water?						
5	If a chair is <b>comfortable</b> , is it	nice to sit on or not nice to sit on?						
М	atch the words with the oppo	site meaning.						
1	f comfortable	a slow						
2	easy to use	<b>b</b> noisy						
3	fast	c difficult to use						

d boring

e polluting

f uncomfortable

#### Reading

5

3 Complete the text with these words.

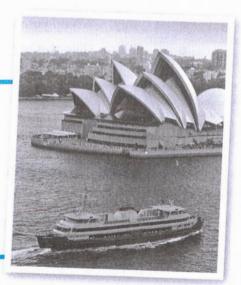
interesting

peaceful

good for the environment

Comfortable easy fast interesting peaceful

Some people think that Sydney in Australia has the best transport in the world. Why? Because trains, buses and ferries travel to all parts of the city. \(^1\) Comfortable buses go to the nearest beaches such as Bondi. If you want to get somewhere quickly, \(^2\) trains leave from Central Station to many places, including the airport. It is quiet on the water, so ferries are \(^3\) and they are also \(^4\) to use. It is \(^5\) to see the famous buildings from the water, too.



#### Writing

Describe the types of transport in your nearest city. Use some of the adjectives from the lesson.

### Lesson 5

#### Language

- Match to make questions and answers.
  - 1 b Would you like
  - 2 I'm not
  - 3 Shall we go
  - 4 I'd prefer to go
  - 5 How
  - 6 It would be nice to
  - 7 Why don't you
  - 8 I'd love

- a about the park?
- b to meet up this evening?
- c come to my house?
- d play some sport.
- e sure.
- f to!
- g somewhere indoors.
- h to the swimming pool, then?

#### **Reading and listening**

- 2 Put the dialogue into the correct order. Then listen and check.
  - a Injy: Yes, I'd love to! Why don't we meet by the bridge?
  - **b** Lina: OK. Shall we go to the shops, then?
  - c Injy: I'm not sure. I think the museum's closed tomorrow.
  - d I Iniv: Would you like to meet up tomorrow, Lina?
  - **e** Lina: I like the park, but I think it would be nice to go on a ferry on the river. Would you like to do that?
  - f Injy: I'd prefer to go somewhere outside. How about the park?
  - Lina: That would be great, Injy. Shall we go to the museum?

#### Writing and speaking

- Work in pairs. Complete the sentences to arrange to meet up. Then role-play the dialogue.
  - You: Would you like to meet up tomorrow,
  - Friend: That would be great. Shall we go to the \_\_\_\_\_?
  - You: I'm not sure.
  - Friend: OK. Shall we go to \_\_\_\_\_, then?
  - You: I'd prefer to go ... How about ?
  - Friend: I think it would be nice to \_\_\_\_\_. Would you like to do that?
  - You: Yes, I'd love to! Why don't we meet \_\_\_\_\_



# Lesson6 1 e it was very hot outside.

#### Vocabulary

1 Complete the sentences with these words.

century jewellery indoors pottery

- 1 The children played indoors today, because it was very hot outside.
- 2 Hisham was born in 1981, which was in the last \_\_\_\_\_\_.
- 3 Be careful in that shop. It sells \_\_\_\_\_, which breaks easily.
- 4 My mother has some beautiful , which she got from her mother when she got married.

#### Reading

- Read the email reply to an invitation. Write the missing sentences a-c in the right places.
  - a I like walking in the country.
  - b I'm sure there will be enough for us to share!
  - c Thank you for asking me to visit the lake.
- In Munir's email, he replied to four questions that Hazem wrote in his invitation. What do you think the questions were?

1	Would you like to come to the lake
	with me?

	MAILLING.
2	
ス	

4

#### Writing

- Now write the invitation that Hazem wrote to Munir.
  - Remember to start and end your email correctly.
  - Include the questions you wrote in Exercise 3.

✓ New message — x x
From: Munir
To: Hazem
Dear Hazem
I would love to go there! I will be ready at 7 am, so you can come to get me any time after that.
Yes, I have some comfortable shoes. I don't mind
walking round the lake. <sup>2</sup> To answer your question, perhaps we should take a boat on the lake first, before it is too hot.
My mother is going to make me some lunch to take with us, but she always makes lots. 3
See you on Saturday.
Yours, Munir

#### Remember!

Writing an e-mail is a great way to keep in touch with a friend or family.

Remember to include these parts:

**Greetings:** Start with words like Hi, Hello and Dear.

**Body 1:** Write what you want to talk about. **Body 2:** Start a new paragraph if you want to

talk about something new.

**Closing:** End your email with words like See you on..., Thank you, or Kind regards.

#### Review

-									
1	Complete	tho to	able with	those	worde	Canv	hhe un	any w	unrde?
	Complete	LIIC L	apie with	LIICSC	wolus.	oall y	ou auu	CILITY VI	Julus:

botanical gardens ferry lake metro monument passenger wild flowers platform timetable traffic tram aquarium plants

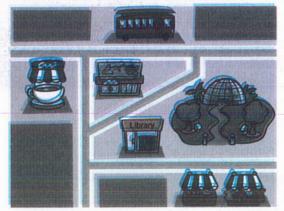
in a town	in a station	forms of transport	in a botanical garden
botanical gardens		- L'All allow Helms	to in the lease of the control of the
	A Parkel Styles	the state of the s	

2 Complete the sentences with at, in or on and the correct form of the verb in brackets.

I'm Tarek and I live in a small village. ¹ On weekdays, there ² (be) two buses a day to the nearest city. The first bus ³ (be) ⁴ 7 am and the second one ⁵ (leave) late ⁶ the afternoon. My father ७ (not take) the early bus because it is very slow. The traffic is always bad ⁶ the weekend, there is only one bus, which ¹ (go) at 8 am. There is not much traffic then, so it ¹ (arrive) in the city ¹² 8.30 am. There is a market in the city at this time, so I often take this bus with my mother.

Tarek and his mother are at the bus station. Look at the map and write directions to the market. Use some of these words.

go straight on on the corner opposite take the second road on the left/right turn left/right walk past



Write directions from your house to one of these places.

- the school
- the park
- the museum
- the market

### Let's go shopping

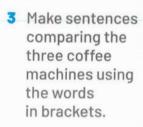
#### Vocabulary

- Match these things from the kitchen with what you can do with them.
  - - coffee machine a You can boil water with this.
  - 2 kettle
- **b** You can cook things quickly with this.
- 3 microwave
- c You can make a hot drink with this.



- 1 fridge











- 1 (small) Coffee machine b is smaller than a, but coffee machine c is the smallest
- 2 (expensive)
- **3** (tall)

- Write about some of the items that you have in your kitchen.

  - What can you do with each item?
     Which item is the most/least useful?
  - Which item do you think is the most/least expensive?

1 Complete the sentences with these words.

deal discount sale smart speakers

- 1 The clothes shop has a sale. All the clothes are cheaper than usual this week!
- 2 There is a good \_\_\_\_\_ at the café today. You get a free drink when you buy a sandwich.
- **3** This microwave has a 25% \_\_\_\_\_. Usually it costs 1,000 LE but now it is 750 LE.
- 4 Osama's family have a TV. They can now watch films from the internet.
- 5 I have bought some \_\_\_\_\_ for my phone, so I can play my music more loudly!
- 2 Look at the information and answer the questions.
  - 1 Where is there a sale today? at the market
  - 2 What is the discount on oranges?
  - 3 What is the deal on bananas?



#### Language

- 3 Complete the sentences with both, either ... or or neither ... nor.
  - 1 My sister and I both like playing tennis.
  - 2 Tarek usually has \_\_\_\_\_ an egg \_\_\_\_ some fruit for breakfast.
  - 3 Alexandria and Port Said are on the Mediterranean Sea.
  - 4 \_\_\_\_ Dareen \_\_\_\_ Malak speaks French, so they didn't understand the tourists.
  - **5** On Saturdays, Hany visits his cousins goes shopping with his mother.
  - 6 This shop is interesting cheap. Let's go to a different one.

- 4 Answer the questions.
  - 1 What do you and a friend both like doing at the weekend?
  - 2 Do either of you play a sport? If yes, which one?
  - 3 What do neither of you like doing?

#### Language

- Choose the correct words.
  - 1 When you want to use a machine, first you need to turn it off / on.
  - 2 Many computers ask you to log / put in before you can use them.
  - 3 You can't use this computer without the password / passport. I think it's 123hello!
  - 4 The TV is not working. Is it plugged in / up?
  - 5 Now my phone is not working! I need to charge / turn the battery.

#### Reading

2 Complete the instructions with these words.

charge fill in log in off password plug in turn



#### Congratulations on buying a new computer! Here are the instructions for how to use it:

- 1 First, plug in the computer. To the battery, leave it for three or four hours.
- 4 Write your name and choose a that nobody can guess.
- 2 Now on the computer.
- 5 Now you can to your computer and start using it.
- 6 Don't forget to turn computer when you are not using it.
- 3 When the computer is ready, it will ask you to some information.
- 3 Answer the questions.
  - 1 What rule should you follow for passwords? You should not tell them to anyone.
  - 2 Do you use passwords? If yes, what do you use them for?
  - 3 Do you charge anything? If yes, what do you charge?
  - 4 Do you fill in forms? What information do you put?
  - 5 What things in the house do you plug in?
  - 6 Why should you turn off computers when you finish using them?

- 4 Write in your notebook about the problem you discussed with your partner in the Student's Book page 17, Exercise 5.
  - What was the problem?
  - What did you do about it?

### 2 - Lesson4

#### **Vocabulary**

- 1 Match the materials with the handicrafts.
  - 1 b a wooden
- a statue
- 2 a leather
- **b** box
- 3 a wool
- c bag
- 4 a stone
- **d** carpet
- 2 Can you name any objects made of these materials?
  - 1 plastic
  - 2 metal
  - 3 glass

#### Reading

3 Read about handicrafts in Egypt. Are the sentences below true (T) or false (F)? Correct the false sentences.

The south of Egypt is famous for its beautiful handicrafts. People who live here sell carpets, baskets and colourful pots. Some women in a village near Aswan also make beautiful handicrafts from the leaves of trees. In other parts of Egypt, people make handicrafts from wood and leather. These handicrafts are very popular with tourists, and help the Egyptians to earn money.

- 1 You can buy beautiful handicrafts in the south of Egypt. I.
- 2 Women in a village near Aswan always make handicrafts from leather.
- 3 Egyptians also make things from wood.
- 4 Tourists like Egyptian handicrafts.
- 5 Many Egyptians buy the handicrafts from tourists.

- Write a paragraph of about 100 words in your notebook about handicrafts that you can buy in your area.
  - Think about things that you can buy in shops or the market. What things are from your area?
  - What do the handicrafts look like? What are they made of? Are they decorated?
  - How much are the handicrafts? Why do people want to buy them?

1 Match the words with their meaning	inas

1 c complaint

a to send a message electronically

2 call back

email

**b** return a phone call

3 order

4

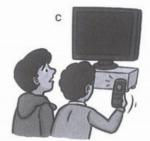
c something you make when you are unhappy about something

**d** when a customer asks someone to send or make something for them

2 Match the pictures a-d to the problems 1-4.









1 c It doesn't work.

2 It is the wrong size.

It is the wrong item.

4 It is broken.

#### Listening

3 Listen to the conversation and answer the questions.

1 Which problem from Exercise 2 are they talking about?

2 What is the assistant going to do about the problem?

#### Writing and speaking

4 Choose a different problem from the one in Exercise 3 and complete the dialogue. Then role-play the dialogue with a partner.

Vou

Hello, I want to make a complaint.

Assistant: Oh, dear. What's the problem?

You:

I ordered a <sup>2</sup> \_\_\_\_\_ from your website, but when the delivery

arrived this morning, it 3

Assistant: I'm very sorry about that. I will 4

You: Can you <sup>5</sup> ?

Assistant: Yes, of course.

### 2 - Lesson 6

#### Reading





Read the reviews of two items. The two reviews are mixed up. Can you write them in the correct order?

#### Review 1

- **a** I bought this microwave as a present for my parents.
- **b** They were not very happy with it.
- c However, when they used it, the food did not cook very well.
- **d** It looks good in the kitchen and the delivery was quick.
- e It was horrible. I sent it back and will buy a different one.

I hought this microwave as a present for my parents

#### Review 2

- **a** It looks great and it is very easy to use.
- **b** She is very happy with it.
- c I bought this speaker as a present for my cousin.
- **d** You can use it on your television or to play music.
- There is only one problem with it: her parents think it is too loud!

#### Review 1:

1. bought this therowave as a pix	saem. Lor. my. pare	
Review 2:		
Read the completed reviews from	om Exercise 1 and	d answer the questions.
1 What title could you give Rev	riew 1? 2	How many stars would you give the microwave?
3 What title could you give Rev	riew 2?	How many stars would you give the

#### Writing

2

Write a review of about 100 words on the best and worst items of technology in your house.

#### Tip!

Writing a product review of an item you have bought and used can be a great way to share useful information with other shoppers. Think of these points as you write your review:

speaker?....

- Think of good titles.
- Talk about how well it works, the prices, and the delivery.
- · Say if you recommend it or not at the end.
- Give the items stars from one to five.

#### **Review**

1 Complete the sentences with these words.

charge fill in log in password plugged in turned

My older brother Karim is very excited because he has a new phone.

First, he needed to ¹ charge the battery. To do this, he ² the phone and ³ it on. Then he left it for a few hours.

Next, he needed to ⁴ some information about himself.

The phone asked for a ⁵ Now he can 6 and use his phone. It's very nicel



2 Choose the correct words.

Huda: Look at these two wooden boxes. Do you like 'either/neither of them, Lama?

Lama: Yes, I like <sup>2</sup> either / both of them, but they are expensive.

Huda: What about these pots? I like the red one and the blue one.

Lama: Sorry, I like <sup>3</sup> either / neither the red one <sup>4</sup> or / nor the blue one, but the yellow one is nice.

Huda: We should choose something that we <sup>5</sup> either / both like. I think we should <sup>6</sup> either / both buy the leather bag <sup>7</sup> or / nor the carpet.

Lama: OK, let's buy the leather bag. The carpet is a bit big!



- 3 Read and correct the underlined words in these sentences.
  - 1 Red is most popular colour for our kettles this year. the most
  - 2 I like these TVs, but I think the smart TVs are the better.
  - **3** My new phone is much <u>easy</u> to use than my old one.
  - **4** The grey carpet is nice, but I prefer the blue, red and orange one because it is most colourful.
  - **5** The film was terrible. I think it was the <u>worse</u> film I've ever seen!
- Compare your preparatory school with your primary school.
  - Use the comparative and superlative.
  - Try to use either, neither and both.


### My community

#### Vocabulary

- 1 Match to make things you can find in a good community.
  - community
  - equal
  - 3 local
  - 4 safe

- a streets
- **b** events
- c opportunities
- d shops and facilities
- 2 Complete the text with these words and phrases.

community projects elderly facilities pavements

sports activities

I live in a great community. There are lots of 1 sports activities for young people, such as volleyball and tennis clubs. There are also many local <sup>2</sup> for people of all ages, including a great theatre and a history museum. Our roads have wide 3 , so it is not a problem for disabled people to travel around. I help at one of the 4 too. We help the 5 \_\_\_\_\_\_ to learn about the latest technology. My grandmother sends lots of text messages now!

#### Language

- 3 Look at the notes and make sentences about what people are doing to improve the town's facilities. Use the present continuous.
- the school: put up new lights in the playground
- the town: build a new sports centre
- volunteers: plant flowers in the park
- the police: stop people from driving too fast
- the museum: show new works of art
- 1 The school is putting up new lights in the playground.

#### Writing

4 Write a list in your notebook of the leisure and sports facilities in your town. Say which ones you sometimes use.

1 Complete the sentences with these words and phrases.

deliver encourage make a difference neighbourhood

- 1 There are many young people in our <u>neighbourhood</u>, so I have lots of friends who live near me!
- 2 What time are they going to \_\_\_\_\_ the new washing machine?
- 3 If you run in the park every week, it will really \_\_\_\_\_\_to how healthy you feel.
- 4 l always my friends to play chess with me. It's a great game.
- 2 The letters gh are sometimes silent and sometimes pronounced /f/. Listen and complete the table with these words.

cough daughter enough laugh neighbourhood right streetlight

Silent gh	Sounds like /f/
daughter	cough

#### Language

- 3 Complete the sentences with the correct adjective form (-ed or -ing) of the verb in brackets.
  - 1 Today's maths lesson was very interesting (interest). I learnt a lot.
  - 2 The children are very \_\_\_\_\_(excite) because they have a new toy.
  - 3 The walk over the mountains was beautiful, but it was very (tire).
  - 4 The tourists were very (surprise) to see snow on the Pyramids.
  - 5 This museum is (amaze)! There are so many old things here.

#### Writing

Write the article you planned for in Exercise 7, page 25, about what you can do to help people in your community. Write about 100 words.

#### Tip!

When you write an article for a magazine, website, or a newspaper:

Do some research and collect the needed information. Write your article in three parts:

- The title: of 4-5 words
- The body: 2 or 3 paragraphs on the information you collected arranged in logical order
- The closing: a paragraph showing your opinion of the topic

Check for grammar and spelling mistakes.

- 1 Choose the correct words.
  - 1 We found out about the community project on the social network / media service.
  - 2 The teacher will put a message about the new art class on the note / noticeboard.
  - 3 My grandfather likes to sit on a bank / bench in the park and watch the birds.
  - 4 I volunteered to help clean the calligraphy /graffiti off the walls of the museum.
  - 5 I read an interesting leaf / leaflet about a new museum.
- 2 Choose the correct words.
  - Tourists are always pleased by the kind / kindness of the Egyptians.
  - 2 It was sunny, so we were surprised by the dark / darkness of the forest.
  - 3 Ahmed is not at school today because he is ill / illness.
  - 4 I don't like the sweet / sweetness of chocolate. I prefer salty food.
  - 5 Tarek's English is very **weak / weakness**, and this **weak /weakness** made him fail his exams.

#### Language

3 Look at the website. What is going to happen next Saturday? Make sentences with going to.

#### Events for next weekend

Volunteers needed! Help us to clean up the park, 9 am

Tip!

We often add -ness

to an adjective to

make a noun

- Food market, from 8 am-2 pm, by the river
- Handball competition, starts 2 pm at the sports centre
- Famous architect to talk at the new museum, 4 pm
- The Shakespeare play King Leαr at the theatre, 6 pm

<ol> <li>Volunteers are going</li> </ol>	to clean up.	the park a	t 4 am.
--	--------------	------------	---------

۷ .....

3

4

5

#### Writing

Write two or three sentences about what you are going to do next weekend.

1 Complete the sentences with these words.

greet lodger pay

- 1 Tarek does not have any money with him, so I will \_\_\_\_\_ for his metro ticket.
- **3** When we arrived at my grandparents' house, they came outside to us.
- 2 Answer the questions. You can use a dictionary.
  - 1 What is the difference between a **tenant** and a **lodger**? A tenant pays to live in a house. A lodger pays for a room in a house.
  - 2 What is the difference between to greet someone and to meet someone?
  - 3 What is the difference between **pay for** something and **buy** something?

#### Reading

- 3 Are these sentences from David Copperfield true (T) or false (F)? Correct the false sentences.
  - David worked in a factory.
  - 2 Five people already lived in Mr Micawber's house.
  - 3 The Micawbers always had a lodger in their house.
  - 4 David did not have any money.
  - 5 David wanted to give Mrs Micawber some money.
  - 6 David sold some of his books to help the Micawbers.

#### Writing

Imagine that you are David Copperfield. Write a letter to a friend describing your life at the Micawber's house and at the factory. Remember to use adjectives.





#### Language

- 1 Choose the correct words.
  - 1 You usually use formal / informal language with friends and family.
  - 2 You usually use formal / informal language with people you do not know.
- 2 Complete the three conversations with these expressions. Then write if they are formal (F) or informal (I).

Good morning Hi I'd like you to introduce meet Pleased This is too

AF

Mrs Laila: Good morning, class. I'd like to introduce myself. I'm your new teacher, Mrs Laila.

Class: 2 , Mrs Laila.

С

Hamdi: <sup>6</sup> Basel. Do you

know my friend, Imad?

Basel: No, I don't.

Hamdi: Basel, <sup>7</sup> Imad. We're

Imad: Nice to meet you, 8

in the same football team.

Basel: Nice to meet you, Imad.

3 Listen and check your answers to Exercise 2.

В

Father: Heba, <sup>3</sup> meet our new neighbour, Mr Baher.

Heba: 4 to meet you,

Mr Baher.

Father: <sup>5</sup> my daughter, Heba. Mr Baher: Pleased to meet you too, Heba.



- Write a conversation to greet and introduce people.
  - Choose one of the situations from the Student's Book, page 29, Exercise 4 and write the conversation you had in your group.
  - Remember to use the correct formal or informal expressions.

#### Reading

 Complete the online message with these expressions.

> but Firstly Furthermore However To conclude

- 2 Read the message again and answer the questions.
  - 1 What problems are there with the castle?

Some of the walls are dangerous and some people leave rubbish in the castle.

2 What are they planning to do?

3 What will the castle look like after the repairs?

4 What will happen in the future?

#### Language

- You are working on a community project to improve the park in the picture. What are you going to do to help solve each problem that you can see?
  - 1 We are going to clean up the rubbish.

2

3

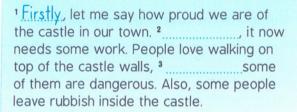
4

#### Writing

- Write an online message of about 100 words in your notebook about the park, like the one in Exercise 1.
  - Describe the problems that you have at the moment.
  - Say what you are going to do to improve the park.
  - Write a conclusion.

Remember to use some of the expressions from the box in Exercise 1.





At our community meeting, we decided to improve the castle. We are going to get some builders to repair the walls.

4...., children at the school are going to help clean up the rubbish.

<sup>5</sup> \_\_\_\_\_, we think that the castle is going to look amazing and will become a tourist attraction.



#### Tip!

Use words like But, Firstly, Furthermore, However, To conclude, etc., to connect sentences, ideas and paragraphs, and to make the text you write more enjoyable.

#### **Review**

1 Complete the text with these words.

bench delivered elderly encouraged kindness neighbourhood noticeboard surprised

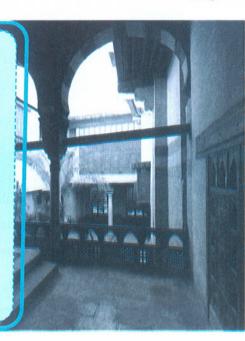
	One day, I saw a message on the <sup>1</sup> noticeboard by the front doc Maher, who is very <sup>2</sup> , needed a new <sup>3</sup> outside his flat is broken. So I <sup>4</sup> all my neighborone. Some men <sup>5</sup> it this morning. Mr Maher wowhen it arrived! Mr Maher was very pleased by our <sup>7</sup> is very friendly and we like to help each other.	. The one he sits on ours to help to buy him a new vas very <sup>6</sup>
2	2 Match to make sentences.	
	1 d Dareen is really enjoying the book a	which was a surprising result!
	2 Heba doesn't like long bus journeys b	so she was surprised to see her at school.
	The Egyptian football team beat Brazil 3-0 c	so she thought the talk about numbers was very interesting.
	4 Kamal swam all along the beach	because it is very exciting.
	5 Heba thought that Injy was ill	because she gets bored.
	6 Lina likes maths a lot, f	which was very tiring.
3	3 What are the people in the photos going to do? Make ser	ntences.
William Control William	1 2 3	4
	1 He is going to go windsurfing. 2 3 4	
4	4 Do you agree that equal opportunities for boys and girls future? Why? Write a paragraph of about 100 words givin	



1 Complete the text with these words.

at best bored either famous interesting introduce neither next oldest opens

Good morning, everyone. I'd like to 1 introduce myself. I'm Judy and I work for See the best of Cairo. Today, you're going to visit two places. They are not the most 2 ones, but we think they are the 3 I Why? Because they are 4 full of tourists nor expensive, but they have some very 5 things to see. Firstly, in the morning, we're taking you to the Egyptian Railways Museum. It 6 at 9 am. Here you'll find trains but also some other historical forms of transport, including planes. The museum is 7 to Cairo train station. Then, 8 about 2 pm, we're going to the House of Gamal Al-Din Al-Dahabi. This is one of the 9 houses in the city, built in the seventeenth century. It has beautiful windows, doors and even a fountain. We know you won't be 10 in 11 of these places!



- 2 Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.
  - 1 Judy is talking to a group of tourists. T
  - 2 She wants to take them to some of Cairo's most famous places.
  - **3** Both places are expensive to visit.
  - 4 There are only trains in the Egyptian Railways Museum.
  - 5 The House of Gamal Al-Din Al-Dahabi is open in the afternoon.
  - 6 Judy thinks that the tourists will find both places interesting.
- 3 Complete the sentences with the -ed or -ing form of these words.

bore disappoint excite interest surprise

- 1 The students were very interested to learn about the history of their school.
- 2 The museum has lots to see, so you'll never feel there.
- 3 I was so \_\_\_\_\_ by the birthday party my friends planned for me secretly.
- 4 The tourists couldn't go to the island because the weather was bad. They were all very \_\_\_\_\_.
- 5 Tarek was very \_\_\_\_ when he got on the plane. He couldn't wait to get to Italy.

### Review

4 Look at the information and complete the sentences with either, neither or both.

	online or from shop?	delivery?	special offer?
speakers	from shop	-	no
kettle	from shop		two for the price of one
microwave	online	1 week	no
smart TV	online	1 week	free speakers or 25% off

- 1 You can buy neither the speakers nor the kettle online.
- 2 You can buy the microwave and the smart TV online.
- 3 Delivery for the microwave and the smart TV is one week.
- 4 the speakers nor the microwave has a special offer.
- **5** the kettle and the smart TV have a special offer.
- **6** The special offer for the smart TV is free speakers or 25% off.
- 5 Choose the correct words to complete the dialogue.



Assistant: What's the 2 answer / problem?

I ordered something from your website but it hasn't arrived. Man:

Assistant: I'm very 3 sad / sorry about that. What did you order?

A black kettle. Man:

Assistant: A black kettle? Why 4 can't / don't you come to our shop?

We have one here. You don't have to pay anything more.

Thank you. Where is your shop? Man:

Assistant: It's next to the museum. From the station, turn right and walk

<sup>5</sup> past / passed the clothes shop. We are on the left.

What time do you open? Man:

Assistant: We open / are opening from 8 am to 4 pm every day except Friday.

- 6 Listen and check your answers to Exercise 5, then role-play the dialogue.
- Write directions from your school to one of the following places.
  - your home
- a friend's house
- a shop or market the bus stop



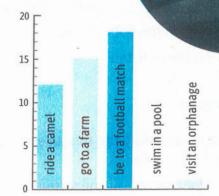


## Have you ever travelled by plane?

#### Language

 Look at the chart. Make sentences using the present perfect.

1	Iwelve people have ridden a camel.
2	
3	



What have people in the class done?

- 2 Choose the correct word.
  - 1 Have you ever make / made / making / makes cake?
  - 2 I have ever / never / yet / already played a musical instrument.
  - 3 Have you ever / never / yet / usually slept in a tent?
  - 4 Has he finished on time? Yes, he is / does / has / hasn't.
  - 5 Have you ever been / gone / being / been to Aswan in winter?
- 3 Complete the sentences using the correct form of the verbs in the box.

#### do drink make win write

- 1 I have never won a competition at school.
- 2 I have \_\_\_\_\_ two cups of coffee.
- **3** Have you the housework alone?
- 4 Have they \_\_\_\_ the food for the wedding party?
- 5 Who has this list of new students?
- 4 Find and correct the mistakes.
  - 1 Have you ever being to London on business. been
  - 2 Does he ever forgotten your birthday party?
  - 3 Have you ever make a kite?....
  - 4 I have ever travelled by plane; I don't like travelling by air.
  - 5 Has they arrived on time?...



#### Listening

- Complete these sentences from the conversation between Talia and her grandmother. Then listen and check.
  - 1 How longhave you lived in this house?
  - 2 I've lived here I got married to your grandfather.
  - **3** We've been married fifty years!
  - 4 We each other since we were ten years old.
  - 5 I've lived in the same house I was born.
  - 6 Your mum and dad in that house since 2008.

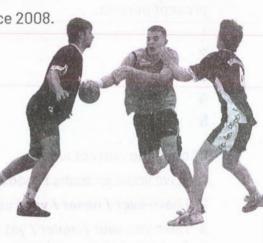
#### Language

- 2 Read and underline the mistakes in these sentences. Correct the mistakes.
  - 1 How long have you knew your best friend?known
  - 2 My sister has been good at tennis when she was ten.
  - **3** We've waited for the bus since two hours.
  - 4 How long have Laila and Hassan be married?
  - 5 Tarek has play handball for ten years.
- 3 Circle the correct words.
  - Judy: Dad, how long 1 did you work / have you worked at the bank?
  - Dad: I've worked there 2 for / since we moved to Cairo.
  - Judy: How long 3 have you / you have lived in Cairo?
  - Dad: We've been in Cairo 'for / since you were born, but we lived in a different flat then.
  - Judy: How long have you lived in this flat?
  - Dad: Well, we've lived here 5 for / since ten years.
  - Judy: So my brother Imad 6 has always lived / always lived here?
  - Dad: Yes, he's nine now, so he's lived here 'for / since all of his life.

#### Writing

4 Write a paragraph of about 100 words in your notebook about your favourite hobby. How long have you done it for?





1 0	200	PER	10	PH	00
La	116		10		е
-		9,0	-	9	

go join <del>lear</del>n move

- 1 Complete the sentences with the present perfect form of these verbs.
  - 1 My sistemas learnt two new languages since she left school.
  - 2 Hove chess, so I a chess club in my village.
  - 3 Nahla is not here this week because she to France for a holiday.
  - 4 We never to a new house. We've always lived in the same place.
- 2 Match to make sentences.
  - 1 b Have you ever
  - 2 Has Dalia been
  - 3 Adam has never
  - 4 We visited the
  - 5 My parents got

- a married in 2001.
- **b** visited Athens?
  - c deaf all of her life?
  - d library in Alexandria.
  - e eaten Chinese food.



#### Listening

- 3 Listen to three people talking about their experiences. Are these sentences true (T) or false (F)? Correct the false sentences.
  - 1 Ashraf has always lived in Cairo. T
  - 2 Ashraf has visited a village every year for many years.
  - 3 Magda visited England last week.
  - 4 Her cousins showed her some buildings in London on their phone.
  - 5 Nawal was an English teacher, but she's not now.
  - 6 She teaches children and older people.

#### Reading

4 Circle the correct words.

Osama <sup>1</sup> always loved / has always loved fish and other sea animals. He <sup>2</sup> started / has started to like them when he visited an aquarium for the first time in 2015. His family <sup>3</sup> took / have taken him to the aquarium every summer since then. Last year, the people at the aquarium <sup>4</sup> asked / have asked him to help them give food to the fish. He loves doing that! He <sup>5</sup> helped / has helped at the aquarium in the school holidays for a year now. He <sup>6</sup> gave / has given food to most of the small fish, but he <sup>7</sup> didn't help / hasn't helped with the sharks. They are too dangerous!



### 4 Lesson4

V	00	abulary			
1 Match the words with their meanings.					
	1	c awake	a feel strongly about someone or something		
	2	canoe	<b>b</b> walk or drive behind someone		
	3	care about	c not sleeping		
	4	dream	d pieces of wood that are put together so they can float	on water	
	5	follow	e a long, narrow boat for one or two people		
	6	raft	f pictures and sounds that you think are happening when sleeping	n you are	
2	C	omplete the sent	ntences with a word or words from Exercise 1.		
	1	When we were	on holiday, we went down a river in a cance . It was great fu	n!	
	2	The hotel room	n was very noisy, so I wasall night!		
	3	The children us	sed old pieces of wood to make a, which they too	ok to the river	
	4 Like many young people, Azza and her brothers really the environment.				
	5	Mazin's father d	does not know the way to the beach, so his car can	our car.	
	6	Last night, I had	ad a strange I thought I was flying!		
R	ea	nding			
3			tions about about The Adventures of Tom Sawyer and f Huckleberry Finn.		
	1	Why did Aunt Po	Polly feel happy when Tom returned?		
	Because she thought he was lost or badly hurt.				
	2	Why was Aunt P	Polly not happy with Tom?		
	3	What did Aunt P	Polly want Tom to remember?	+	
	4	Why did Hucklel	eberry leave the raft in a canoe?		
	5	Why could Huck	kleberry see the raft in the morning?		
	6	What did Huckle	leherry decide to do at the end?		

#### Writing

Write about a time when you said sorry to someone. Say what happened and why it was important to say sorry.

#### Reading

1 Complete the story with these time expressions.

After that months ago Now that time the afternoon two years

Karim has enjoyed windsurfing for about  1 two years  He usually goes with his older brother. A few 2  windsurf alone. He did not tell his brother this. It was windy, but that is good if you want to windsurf.	
In 3 the wind suddenly became very strong. The wind took Karim far from the beach. He was very scared.	
Some people in a boat came to help Karim.  4 they took him back to the beach.	
Karim has not windsurfed alone since 5 6 he always windsurfs with an older person. He has learnt an important lesson!	

- 2 Read the story again and answer the questions.
  - 1 Who does Karim usually windsurf with? his older brother
  - 2 What did he decide to do?
  - 3 Why was Karim scared?
  - 4 Who helped Karim?
  - 5 What lesson has Karim learnt?



#### Listening

3 Listen and check your answers to Exercises 1 and 2.

#### Writing

- Write your story from the Student's Book page 41, Exercise 5.
  - Use the notes that you wrote in the Student's Book.
  - Use some of the time expressions from Exercise 1.

#### Tip!

A good story has a beginning, middle and an end.

- Write important information about the place and time of the story at the beginning.
- Write about the problem of the story or turning point at the middle.
- Show how the problem is solved and the lesson you learnt at the end.

### 4 - Lesson6 -



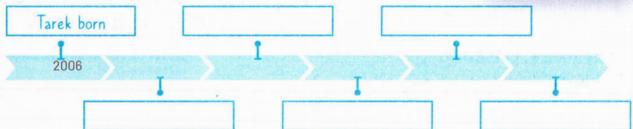
#### Reading

- Put the events in Judy's life in the correct order.
  - a After my thirteenth birthday, I went to England and visited my cousins who still live there.
  - Last year, they came to visit me in Egypt. They love it here!
  - e When I was a baby, my parents moved to Egypt.
- When I started preparatory school, nobody knew that I was English!
- d I was born in Manchester in England.
- **f** Before I started school, I learnt to speak Arabic.

#### Listening

- 2 Mill Listen to Tarek. What did he do in 2020?
- 3 Listen again and complete the timeline with the events in Tarek's life.





#### Writing

Use the events in this timeline to write a biography of Fatma.





#### Review

1 Complete the sentences with these words.

	achieved discover joined results volunteered
	1 My grandfather has achieved many things in his life. I am very proud of him. 2 Scientists often new and exciting things about space. 3 We have the of our tests, and we all did well! 4 Hatem to help the elderly in the nearby charity home. 5 Eman and Marwa have a music club. They want to learn to play the piano.
	Look at Ramy's photographs. What has he done in his life?  1 He has climbed a mountain. 2 Welcome TO AUSTRALIA HAVE A NICE STAY
:	What have you done? What haven't you done? Put a tick ✓ or cross ✗.    be to Alexandria 2    ride a horse     swim in the sea 4    travel by plane     Now write sentences about the events in Exercise 3.
3	4
3	The teacher has been in the school since.  The teacher has been in the school since.  My cousins have lived in Cairo
•	Which was your favourite holiday? Why?

### Young role models

#### Language

- 1 Complete the sentences with the past simple or the present perfect form of the verbs in brackets.
  - 1 I don't get paid for my work, but I like to help people. Last week, I helped (help) to take some disabled children to a park.
  - 2 In my job, we try to change the way people do things. This year, we (ask) shops to use less plastic, because it is bad for the environment.
  - 3 Since I started my job, I (work) with hundreds of computers!
  - 4 Last year, I (travel) to meetings around the world.
  - 5 I love numbers. I (use) a lot of very big numbers to work things out in my job!
  - 6 I design bridges. Last year, we (build) a very long bridge in China.

#### Vocabulary

- 2 Now match sentences 1-6 from Exercise 1 with these jobs.
  - a business person
- campaigner
- c computer programmer
- d engineer
- e mathematician
- / volunteer
- 3 We often add -ian or -ist to make the names of jobs. Complete the sentences with the correct jobs.
  - 1 Someone who works with maths is a mathematician.
  - 2 Someone who works with science is a
  - 3 Someone who is good at art is an
  - 4 Someone who is good at music is a

#### Writing

Imagine that you do one of the jobs from the lesson. Write sentences in your notebook saying what you have done in your job, or what you did on a recent day.



1 Complete the sentences with these words.

award challenge enter goal speech equipment

- 1 The students took turns to give a speech. Mine was about playing chess!
- 2 The nurse won a special \_\_\_\_\_ for helping so many people in the health emergency.
- 3 Schools should have \_\_\_\_\_ for disabled people.
- 4 It was a real \_\_\_\_\_ to climb that mountain, but we succeeded!
- 5 Ahmed loves crosswords and has decided to \_\_\_\_\_a crossword competition.
- 6 Nahla's is to pass all her exams with top marks!

#### Reading

2 Read and complete the text with these words.

achieve blind campaigner challenge challenge joined

Binita who is from a village in India, was five years old when she became blind. This was a big ¹ challenge for her. She went to a school for blind children until she was eleven, when she ² a different school with children who weren't blind. At school, Binita found that the children quickly learnt about her problems. They now know that just because she is ³ does not mean she cannot do 99% of the things that they can do! Now she is a ⁴ for other people who are disabled. Her next ⁵ is to help everyone understand that being disabled does not mean you cannot 6 your goals.



- 3 Read the text again and answer the questions.
  - 1 When did Binita become blind? When she was five.
  - 2 What did she do until she was eleven?
  - 3 What did children at her school learn about her?
  - 4 What job does Binita do now?
  - 5 What is her next challenge?

#### Writing

- Write a paragraph of about 100 words in your notebook about how we can all help disabled people to achieve their goals in life.
  - What challenges can disabled people face at school or at work?
  - How do disabled people achieve their goals?
  - · How can we help them?

#### Remember!

Remember to follow this structure when you write your paragraph:

**The topic sentence:** a sentence which tells what the paragraph is about.

**Details:** at least three details about the topic.

Concluding sentence: a sentence which summarises what was covered in the paragraph or restates the topic sentence.



- 1 We often use the short form of words. What are the short forms of these words?
  - 1 application app
- 2 mathematics
- 3 television

- 4 photographs
- 5 aeroplane
- 2 Read and match the words with their meanings.
  - 1 b app

- a to make something new
- 2 competition
- **b** software you can use on your computer or phone
- 3 create
- c good at thinking of new ideas or ways to do something
- 4 creative
- d an event in which people try to be the best at something

#### Language

- 3 Look at the timetable for some tourists in Egypt. It is the evening of Sunday 6th. What have they already done? What haven't they done yet?
  - Friday 4th

See Cairo by night

Saturday 5th

Have a tour of Cairo's museums

Sunday 6th

Visit the Pyramids

Monday 7th

Take a boat on the Nile

Tuesday 8th

Go shopping at Khan el-Khalili

Wednesday 9th

Take bus to airport



1 They have already seen Cairo by night.

2

3

1.

-

6

- What have you already done today? What haven't you done yet? Write sentences using these words.
  - 1 come to school | have already come to school.
  - 2 talk to my friends
  - 3 have lunch
  - 4 do your homework
  - 5 go home

- 1 Choose the correct words.
  - 1 There were more than 11,000 **competitors**) **staff** at the Rio Olympics, but only a few of them won medals!
  - 2 Tarek was an **organiser / spectator** of the concert. He asked important musicians to play at it.
  - 3 Our school has a chess pandemic / tournament every year. A lot of people want to enter.
  - 4 There are only eight teams left, so this is the finals / quarter-finals.
  - 5 The tall player is incredible / impossible. He wins all his matches easily.
  - 6 I would like to thank all of the spectators / staff for working so hard in the hotel today.
  - 7 There were nearly 80,000 **viewers / spectators** in the stadium, and they all enjoyed the sports.
- <sup>2</sup> Match the words that have a similar meaning, then find their opposites and circle them.

1	big —	no one	terrible
2	champions	really good	everyone
3	clean	Targe	make dirty
4	incredible	winners	small
5	nobody	wash	losers

#### Reading

3 Look at the words in bold in the text. Replace each one with a word from the box that has a similar meaning.

an incredible champions competitors spectators tournament

#### Writing

Write a paragraph in your notebook about the tournament or competition you discussed in the Student's Book page 50, Exercise 5.



### Lesson 5

#### Language

- Read and match.
  - e I've repaired the chair that was broken. a I'm really happy for her.
  - 2 The football team won 2-0!
  - 3 Hamdi got 100% in his English exam!
  - 4 My cousin Lara is getting married!
  - 5 Hala has a place at a top university.

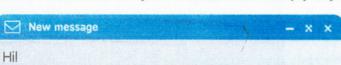
- b I knew she would do well. She worked really hard.
- c They did really well.
- d What an amazing achievement.
- e Great job. Well done!

#### Listening and speaking

- 2 Put the dialogue in the correct order.
  - Mother: I'm really happy for you! I'll come and watch!
  - Mother: Well done! Was that a competition at your school? b
  - Nader: Thanks. I'll get the award next week.
  - d Nader: No, it was a short story competition for everyone.
  - Mother: I knew you would do well. You worked really hard. 6
  - f Mother: You look happy, Nader.
  - Nader: Yes, I came second in the class, so I worked harder this year! q
  - Mother: For everyone? What an amazing achievement. Didn't you win the school competition last year?
  - Nader: I am! I've won a short story competition!
- 3 Multisten and check your answers to Exercise 2, then role-play the dialogue.

#### Writing

Read the email from your friend. Write a reply in your notebook.



I've got some good news. I've won an award! As you know, my family help every week at a hospital for children. We play games with the children and read them stories. The nurses at the hospital decided to give my family an award for our work. We're getting it next week! Can you come and watch us get it?



## Language

1 Complete the biography with these time expressions.

After As a child In Later Now then When she was

Fatma Ali El-Banna was born in Alexandria in 2003. <sup>1</sup> As a child she loved learning about science and wanted to be a great scientist. <sup>2</sup> she finished Preparatory School, she started at the Science, Technology, Engineering and Maths School (STEM) in Alexandria. She <sup>3</sup> learnt more and more about science as well as how to look after the environment and Egypt's culture. <sup>4</sup> at school, she came first in Egypt in the NASA International Space Apps Challenge, a problem-solving competition for scientists around the world.

she worked on a school project. She found a natural way for villages to clean dirty water and to recycle used water. The recycled water is used to help plants to grow, and the project can also help to stop water pollution. She sent her project to the Society for Science in the USA. 6 \_\_\_\_\_\_\_\_2021, her project won fourth place in another international competition for science and engineering. 7 \_\_\_\_\_\_\_\_, Fatma wants to do more things to help science.



Read the biography again and complete the fact file. Research information about another famous person and complete the fact file.

### Fact file

Name: Fatma Ali El-Banna

Born in:

When a child:

When older:

A big achievement:

### Fact file

Name:
Born in:
When a child:
When older:
A big achievement:
Later achievements:

## Writing

Use the information in the fact file from Exercise 3 to write a biography of this person.

Later achievements:

## Tip!

A biography is the story of a person's life, and is written by someone else.

### Review

1 Complete the crossword.

#### Across ->

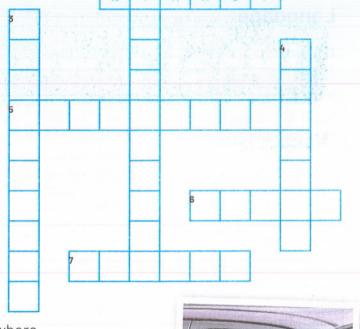
- 1 Another word for champion.
- 5 A player in a tournament.
- 6 A prize for an event or competition.
- 7 Make something new.

#### Down 👃

- 2 Another word for fantastic.
- **3** The people who watch sport at a stadium.
- 4 The group of people who work somewhere.
- 2 Choose the correct words.
  - 1 Yunis has passed his driving test! He did really good / well.
  - 2 Randa's aunt has had a baby! We're really happy for / with her.
  - 3 Soha has got into Cairo University! I knew she will / would do well. She worked really hard / lots.
  - 4 The handball team have won the championship! What an amazing achievement / biography.
  - 5 'Look! I've finished my painting!' 'Great job / paint. Well done / played!'
- 3 Complete the sentences with already or yet, then match the jobs to the descriptions.

campaigner engineer mathematician sports champion volunteer

- 1 We've alreadydesigned the bridge, but we haven't finished it yet engineer
- 2 Hassan has \_\_\_\_\_\_talked to three schools about pollution, but he hasn't given his speech to businesses \_\_\_\_\_
- 3 I've \_\_\_\_\_looked at a lot of numbers, but I haven't worked out what they mean
- 4 Maha hasn't helped at the hospital \_\_\_\_\_, but she has \_\_\_\_\_helped a lot of elderly people.
- 5 I've \_\_\_\_\_won many tournaments in my country, but I haven't been to the Olympics \_\_\_\_\_
- Choose three more jobs. Say what the job is and write sentences in your notebook about what the person has or hasn't done.





# Unit

## What's wrong?

## Vocabulary

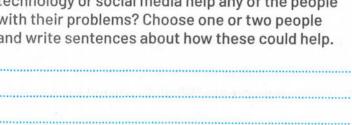
- Read and match the words with their meanings.
  - achievement
  - appearance
  - 2 3 billion
  - social life
  - 5 support
- a the time you spend enjoying yourself with other people
- b help and encourage someone
- c the way that someone or something looks
- d something important that you have done
- e a thousand million

## Reading

- 2 Read and match the situations 1-5 with what the teenagers worry about a-e.
- a achievements b appearance c cyberbullying d skills and abilities e social life
  - I had a haircut last week and I think it is terrible! I'm embarrassed to go out and see my friends!
  - 2 All the students in my class go out all the time and visit each other's houses. I live a long way from the school, so I never go out or see any friends after school.
  - 3 Somebody has sent a few of the boys in my class unkind messages on social media. I'm worried that I will start receiving them, too.
  - I've tried to join an art club, a language club and a music club, but every time I go, I can't do what they suggest. I'm just not good at these things!
  - My sister is 18 and she has won lots of competitions and done really well in her exams. I don't think I will ever be as good as her!

## Writing

3 Look at the situations in Exercise 2 again. Can technology or social media help any of the people with their problems? Choose one or two people and write sentences about how these could help.





## Vocabulary

- 1 Answer the questions.
  - 1 If you have similar interests with someone, do you like or dislike the same things? You like the same things.
  - 2 If you feel lonely, are you sad because people have said bad things about you, or because you feel you have no friends with you?
  - 3 Is a secret something that you don't want other people to know, or something you want to tell everyone?
  - 4 If you show understanding, are you being clever, or showing that you understand a person's situation?

## Language

- 2 Choose the correct answer.
  - 1 I'll tell you a secret, but you tell anyone!
    - (a mustn't)
- b don't have to
- c might not
- 3 Tarek is worried because he do badly in his exams.
  - a must
- **b** has to
- c might
- know the password 5 You before you can use that computer.
  - a might
- **b** should
- c must

- say unkind things 2 You to people on social media.
  - a don't have to b shouldn't
  - c might not
- 4 My father go to work at 6 am tomorrow, for a meeting.
  - a might
- b has to
- c should
- 6 I get up early tomorrow, because it is a holiday!
  - a don't have to b shouldn't
  - c mustn't

## Writing

- 3 Answer the questions.
  - 1 What must or mustn't you do when you use a library? You must read quietly.
  - 2 What should or shouldn't you do when you go to a swimming pool?
  - 3 What do you have to do at home to help your parents? What do you not have to do?



## Vocabulary

1 Complete the sentences with these words. | cyberbully includes jokes

negative

- 1 Although Reem's brother is only five, Reem always includes him in her games.
- 2 The review of the book has nothing \_\_\_\_\_\_to say about it. It sounds great!
- 3 You must tell your parents or the teacher if someone tries to \_\_\_\_\_\_you online.
- 4 My grandmother always \_\_\_\_\_and makes us laugh when we visit her.

## Language

- 2 Circle the correct words.
  - 1 Our class had to / could do a test this morning.
  - 2 We weren't able to / didn't have to walk to the museum, because there was a bus.
  - 3 Fatma didn't have to / was not able to walk to school because she hurt her leg.
  - 4 Tarek had to / was able to go to the dentist because his teeth hurt.
  - 5 In the mountains, we could / were able see an amazing waterfall.
  - 6 It was very windy, so planes were not able /

## Reading

3 Complete the story with these words. You can use them more than once.

> could couldn't didn't have to had to was able to wasn't able to

## Writing

4 Write a paragraph of about 100 words about what you were or were not able to do, what you had to do and what you didn't have to do at primary school. How was it different to your school now? At primary school, I was able to walk to school ...

Last week, my uncle took me out on his boat.
11 had to wear a special life jacket and he said
1 <sup>2</sup> walk carefully around the
boat, but 13 run. We travelled a
long way, and after two hours, I 4 see the beach, only the sea. Then the engine stopped!
We tried to start it, but we 5
swim well, but I knew that I
swim to the beach. So my uncle
telephone for help! They said
they <sup>9</sup> send a helicopter to help us.
However, suddenly the engine started again! So we
go home on a helicopter.
The second second
11

## Lesson 4 m e Vocabulary 1 Complete the crossword. Down 1 a 1 Your health shows the health of your mind, or how happy you are. 2 Take air in and out of your body. 4 Become comfortable and less worried. Across -> 3 Being able to think calmly about your feelings and what is around you at the moment. 5 What you feel, such as happy, upset, etc. Reading 2 Complete the sentences with these words.

Ashraf:	I understand my <sup>1</sup> feelings better now. For example, when I feel <sup>2</sup> , I play a sport. I usually find I play better!
Lamar:	It's a nice, sunny day in spring. My friends want me to play a game with them, but I'm feeling 3
	test next week and I don't think it will be easier.
Mariam:	It's morning. I can hear the wind in the trees and the birds  5slowly and carefully.

## Writing

Write a paragraph of about 100 words about ways to relax. Which is the best way for you?

### Remember!

Remember to review your paragraph for correct grammar, punctuation and spelling.

## Vocabulary

1 Complete the sentences with these words.

clear interrupt meet up with

- 1 I decided to meet up withmy cousins next Friday. We're going to the park.
- 2 Young children are not good listeners because they often !
- 3 It's to me that Ahmed is very good at running. He is so fast!

## Language

2 Choose the correct words.

Mazin: I had a terrible day at school.

Mother: 1 Tell / Say me about it. What happened?

Mazin: It was my English class. You see ...

Mother: Go 2 off / on. It might help to talk about it, you know.

Mazin: We had a test and I was last in the class!

Mother: That <sup>3</sup> can / must make you feel very sad.

Mazin: It was so difficult.

Mother: Can you give me an example of what you 'mean / want? Mazin: Well, I didn't understand what they wanted me to write.

Mother: It's 5 clear / serious you are unhappy about it. Why don't we talk to the teacher?

## Listening

3 Listen and check your answers to Exercise 2, then role-play the dialogue.

## Writing

4 Complete the conversation with the correct phrases to show you are a good listener.

Friend: I've got a problem.

You: 1 Tell me about it.

Friend: I know that my parents are going to be very angry with me.

You: 2

Friend: They gave me a new phone, but I broke it! I break so many things!

You: 3

Friend: Yes, I broke my father's tablet last month! He was very understanding.

You:

## Reading

- Dalia's friend Riham has written an email to her friends with suggestions about how to help Dalia. Put her email in the correct order.
- Write the expressions that helped you to order the email.

1 I will start by saying ...

2 .....

3

Read about Taha. Why does he feel lonely and worried?

Taha's friends all live near to their school. When they have finished their homework, the friends all meet up to play in the park. Sometimes, they help each other with their school work, too.

Taha lives a long way from the school. It takes an hour for him to get home to his small village. He does not have a father and he is worried because his mother is ill. So when he gets home, he has to look after his younger brothers and sisters. He does not have much time to do his school work.

## Writing

- Imagine you are one of Taha's friends.

  Write an email to his other friends and
  make suggestions about how you can help Taha. Think about the following.
  - Who could you talk to to help him?
- What could you do to help him?
- Could you use social media or technology to help him?
- Remember to use some of the expressions from Exercise 2 in your email.

Hi friends. So, first of all, it would be a good idea to talk to Dalia. She must tell us her feelings. Then we will know how best to support her. Finally, I think we should tell her that we are proud to have her as a friend. We should help her with her school work and also take her out so she can relax after school. This will make her feel better. Do you all agree? Email and let me know. I want to write about Dalia. I will start by saying we must do something. If we do nothing, Dalia will continue to feel lonely and upset. This will not help her. Secondly, why don't we talk to her teacher? I think it will be difficult to talk to her parents, but the teacher can tell them that Dalia is worried about her brother. I think this might help. Best wishes, Riham

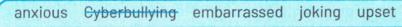
New message



#### Review

- 1 Match to make collocations.
- cope with a someone when they are talking
  - 2 feel
- **b** a selfie
- 3
- interrupt **c** a problem
- 4 take
- **d** technology
- 5 use
- e anxious





- 1 Cyberbullying is not something we want to see or hear about at our school.
- 2 When he ran outside, Munir felt \_\_\_\_\_\_because he was the only player to wear a blue shirt. The other players were all in red!
- 3 Nagwa was when she heard that her grandfather was in hospital.
- 4 Shady makes us laugh. He is always !
- 5 Heba feels \_\_\_\_\_\_because she has an important exam tomorrow.
- 3 Complete the text with the correct form of the verbs in brackets.



Ola always worried about being ill. Then, a few months ago, she 1 had to (have to) go to hospital after she broke her leg. She <sup>2</sup> (be able to) go home the next day but she <sup>3</sup> (not be able to) walk for many weeks. She 4 (can) go to school, but of course she (cannot) do any sports until her leg was better. Her mother told her that she 6 (not have to) do any housework, either. Her leg is better now, and yesterday she 7 (be able to) play tennis with me. That was good, but the best thing is that she is not worried about being ill any more, because she knows she will get better!

- 4 Write a paragraph of about 100 words in your notebook about teenage problems. Think about the following.
  - What do you think most teenagers worry about?
  - Why do they worry about these things?
  - What can they do to cope with their problems?





Complete the table with these words.

campaigner competitors creative incredible mathematician quarter-finals space scientist spectators

sports tournaments	adjectives
	sports tournaments

- Complete the sentences with the present perfect form of the verbs in brackets and already or yet.
  - 1 Youssef is very hungry because he has not eaten lunch yet (not eat lunch).
  - 2 Sawsan doesn't want to watch that film because she ......(see it).
  - **3** We can't get the 2 o'clock bus because it ......(leave).
  - 4 We can get the 2.10 bus because it ......(not leave).
  - 5 That new toy is terrible! It ......(break)!
  - 6 I don't know what happens at the end of the story because I (finish it).
- Read the newspaper article. Choose the correct words.



Police in Australia 1 found / have found a man who was lost in the desert for 18 days. Robert Webber, who is 58, <sup>2</sup> drove / has driven from his hotel in the morning of January 2nd. He 3 is / was not able to move his car after he went down a small farm road. He tried to walk back to his hotel, but he 4 couldn't / wasn't able remember the way. For many days, Robert 5 had to / must drink water from rivers and eat what food he could find. Nearly three

weeks later, a man 6 found / has found Robert sitting under a tree. He was tired but well.

'Robert has' already / yet drunk lots of water and feels better now, but he hasn't slept much already / yet,' said a police officer. 'Remember that you had to / must tell people when you drive somewhere in the desert,' he said. 'You don't have to / shouldn't drive along small roads either. They are not always safe.'

	a	th the places a-d (there is one place you don't need).  at an airport  by a road
	C	at a sports tournament
	d	at a train station
5	0	Listen again and complete the sentences.
	1	How long has Ziad been by the road? He has been there for 20 minutes.
		Why do they decide to walk?
		Why is Nawal tired?
		How long has Nawal flown for today?
		Why hasn't Hesham got a medal yet?
	6	Where does Hesham think he comes in the tournament?
8	Ma	tch to make questions.
	1	e Have you ever slept a someone from another country?
	2	Have you ever won <b>b</b> a dark cave?
	3	Have you ever known <b>c</b> an amazing dream?
	4	Have you ever gone in d a sports tournament?
	5	Have you ever had e at a friend's house?
7	No	w answer the questions in Exercise 6. If you answer Yes, I have, say when you did it.
	1	
	2	
	3	
	4	
ļ	5	
		te a biography of about 100 words on a person you like. Write about his/her early life
	and	achievements.
	and	l achievements.

## End of Term Practice

1	1 L	isten and choos	e the correct answer	fro			
	1 Wh	at is the speake	r going to do today?				
	C		nature reserve cts about animals		give directions t find some water		
	2 Ho	w do they get to	the information cent	e?			
	C	turn right and go	past an old building past an old building	d	turn left and go i turn right onto a		
			seen at the nature res		The second secon		
	a	any birds <b>b</b>	smaller birds	C	larger birds	d	any water
	4 Wh	at must people	take with them?				
	a	food <b>b</b>	enough water	C	phones	d	sun hats
2	Comp	lete the followin	g dialogue.				
	Ziad a	nd Adam are tal	king about their plans	for	the weekend.		
	Adam	• 1	is my older cousin, Ha	, F	lany. What are you		
			out that. There are so				
	Ziad:					talk a	bout it, you know
			ents! That must have			ad ad	
	Adam	. 5	talked to the boys abo		But I to		officers at the
	Ziad:	6					?
	Adam	: The boys said s	sorry to me the next d				

3 Read the text. Then answer the questions.

You probably have a fridge in your house to keep your food cool, but have you ever thought about what people did in the past? People have used ice to keep food cool for thousands of years. In the north of Europe in winter, people were able to use snow or ice, which they kept underground for many months. In 1842, an American doctor called John Gorrie invented a machine to make ice. He used it to keep people cool when they got an illness called yellow fever. By 1900, places that sold meat in the USA started to have fridges and today, nearly all homes in the USA have a fridge in their kitchens.

Hany: You mustn't feel bad anymore. I'm sure they won't do it again.

We continue to use the same technology for fridges that we have used for a century. The problem is that a room with a fridge in it is a lot noisier and hotter than other rooms! Now people are designing modern fridges that are neither hot nor noisy. These are going to use less energy, too, so they will be more **efficient**.

1	V	Vhat two problems	d	o fridges cause?				
2	2 V	Vhy do you think th	at	places that sold meat	st	arted to have fridge	s by	/ 1900?
	a b c	lohn Gorrie invente made people ill. made ice. kept food cool.						
	a b	make more noise use less energy. look better.						
5	a b	Vhat do you think t expensive cheap work well and qui		word efficient means	?			
C	ho	ose the correct an	SW	er from a, b, c or d.				
1	V	e saw some beaut	ifu	ıl trees in the garde	ns.			
	a	botanica	b	passenger	С	smart	d	elderly
2	F	atima worked hard	to	clean the dirty water,	ar	nd the were amazi	ng.	
	a	competitions	b	results	C	teams	d	organisers
3	Т	he parents knew th	nat	the children were b	pec	cause they heard the	m t	alking.
	a	awesome	b	delicious	С	awake	d	sleeping
4	M	y grandmother is v	er	y She always know	sh	now I feel.		
	a	upset	b	positive	C	understanding	d	embarrassed
5	0	nly Ali's cousin kne	W 1	the way to the park, so	) W	e all him there.		
	а	took	b	went	C	got	d	followed
6	W	e take the bus to	o tl	ne museum, we could	tal	ke a tram or a train, t	00.	
	а	mustn't	b	don't have to	С	shouldn't	d	might not
7	Yo	ou don't have to bu	y a	ny bread today becau	se	I some.		
	a	bought already	b	have already bought	С	have yet bought	d	yet bought
8	Hi	ke the blue shirt	aı	nd the green shirt. Wh	ich	n should I buy?		
	a	either	b	both	C	neither	d	nor



	9	I was	s very	. to see	ту со	usin this	mornir	ng bec	ause I tho	ught she	was	in Jorda	an!
		a si	urprise		b st	ırprising	274 21 20 20	С	surprised	d	d	surpris	ses
	10	The	first bu	s to the	muse	um at	9.30 an	nevery	day.				
		a is	leaving	9	<b>b</b> le	ave		С	leaves		d	leaving	)
5	Re	ead a	nd corr	ect the (	underl	ined wo	rds.						
	1	The	work th	at the v	olunte	ers do c	an reall	y do a	difference	e to our c	omm	unity	make
	2	Peop	ple wer	e surpris	sed by	the kind	of Mr N	lader.	He helps e	everybod	y he l	knows.	
	3	Му р	arents	have live	ed in th	ne same	house	when 2	2012				
	4	The	compu	ter isn't	workir	ng becau	ise it is	not plu	igged on!				
6	Ch	10056	e one of	the foll	owing	. Write a	bout 10	0 word	ds.				
	•	Writ	e an art	icle on s	some t	radition	al Egyp	tian ha	andicrafts	you like.			
	•								ould help		mun	ity.	
						D.							
			hadk		14								
		•••••		.,									
	*****												
	•••••	•••••											

# Irregular verbs

Present simple	Past simple	Past participle		
am/is/are	was/were	been		
become	became	become		
begin	began	begun		
buy	bought	bought		
catch	caught	caught		
choose	chose	chosen		
come	came	come		
cut	cut	cut		
drink	drank	drunk		
drive	drove	driven		
do	did	done		
eat	ate	eaten .		
feed	fed	fed		
feel	felt	felt		
find	found	found		
fly	flew	flown		
forget	forgot	forgotten		
get	got	got		
give	gave	given		
go	went	gone		
grow	grew	grown		
have/has	had	had		
hear	heard	heard		
hurt	hurt	hurt		
know	knew	known		
make	made	made		
put	put	.put		
read	read	read		
ride	rode	ridden		

Present simple	Past simple	Past participle
run	ran	run
say	said	said
see · ·	saw	seen
sit	sat	sat
sleep	slept	slept
spend .	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## Glossary

#### a

- achieve (v)[U4]: succeed in doing something good or that you want to do
- achievement (n) [U5]: something important that you have done
- anxious (adj) [U6]: worried that something bad might happen
- appearance (n)[U6]: the way that someone or something looks
- awake (adj)[U4]: not sleeping

#### b

- bench(n)[U3]: a long seat for two people or more
- **billion**(n)[U6]: one thousand million (1,000,000,000)
- biography (n) [U5]: a book or text about someone's life
- botanical gardens (n) [U1]: a large park or open area where scientists study plants and trees, which people can visit
- breathe(v)[U6]: take air in and out of the body
- **bubble** (n) [U5]: a group of people who can meet during a health emergency

#### C

- campaigner (n) [U5]: a person whose job is to try and change the way people do things in society
- canoe (n) [U4]: a long, narrow boat for one or two people
- care about (v) [U4]: feel strongly about someone or something
- century (n) [U1]: one hundred years

- championship (n) [U5]: a competition to find the best team or player in a sport
- charge (v) [U2]: put electricity into something such as a phone
- clear (adj) [U6]: easy to understand
- comfortable (adj) [U1]: making you feel relaxed
- competitor (n) [U5]: a person or team that takes part in a competition
- complaint (n) [U2]: something that you say or write when you are unhappy about something because you think it is wrong or not very good
- contest (n) [U5]: a competition
- cope with (v)[U6]: manage or be able to do something, although it is difficult
- corner(n)[U1]: the place where two roads meet
- coronavirus pandemic (n) [U5]: the cause of the health emergency which began in 2019, when many people became ill around the world
- create (v)[U5]: make something new
- creative (adj)[U5]: good at thinking of new ideas or ways to do something
- cyberbully (v) [U6]: say unkind or cruel things about someone online
- cyberbullying (n) [U6]: when you say unkind or cruel things about someone online

#### d

- deal(n)[U2]: a good or cheap price
- deliver(v)[U3]: take something such as a
   letter to a place
- discount (n) [U2]: a price that is less than usual

- discover(v)[U4]: find or find out something that people did not know before
- dream(n)[U4]: pictures and sounds that
   you think are happening when you are
   sleeping
- dyslexia (n) [U4]: a learning difference that some people are born with which means that they find it difficult to read, write or spell

#### е

- elderly (adj) [U3]: old or becoming old
- embarrassed (adj) [U6]: feeling uncomfortable when people are watching you or after they have seen you do something that you think is wrong or not very good
- encourage (v)[U3]: try to persuade someone to do something
- enter(v)[U5]: decide to take part in something such as a competition
- equal opportunity (n) [U3]: having the same chances in life as other people
- especially (adv) [U1]: more than usual
- ever(adv)[U4]: at any time
- exhibition (n) [U1]: a place where people can go to see paintings, photographs, etc.
- experience (n) [U4]: something that happens to you

#### f

- facilities (n) [U3]: equipment, rooms, etc. that people can use to do something
- ferry (n) [U1]: a form of transport that carries people or cars across water
- fill in (v)[U2]: complete information on a piece of paper or online
- follow(v)[U4]: walk or drive behind someone in the same direction
- formal (adj) [U3]: correct or polite for important situations

#### a

- goal(n)[U5]: something that you hope to do in the future
- graffiti (n) [U3]: writing or pictures that people paint or draw on walls or buildings, although they should not do this
- grandparents (n)[U4]: the parents of your parents
- greet(v)[U3]: say hello to or welcome someone

#### h

handicraft(n)[U2]: an object made by a person in a traditional way, such as a basket, bowl, etc.

#### i

- include (v)[U6]: allow or want someone or something to be part of something
- incredible (adj)[U5]: really good, fantastic
- indoors (adj) [U1]: inside a building
- informal (adj) [U3]: correct for unimportant or everyday situations
- interrupt(v)[U6]: stop someone from speaking or doing something by suddenly speaking

#### j

- jewellery(n)[U1]: pretty things that people
   wear, such as rings, necklaces, etc.
- join(v)[U4]: become part of a group or club
- joke(v)[U6]: say something to make people laugh

#### lk

- kettle(n)[U2]: something that you use in the kitchen to boil water
- kindness (n) [U3]: the quality of being kind, helpful and caring toward other people

lake (n)[U1]: a large area of water with land around it

leisure (n)[U3]: time when you are not working

log in (v) [U2]: put in information so that you can use a computer

lonely (adj)[U6]: unhappy because you are not with other people

#### m

make a difference (v)[U3]: change things in a good way

mathematician (n) [U5]: someone who studies, works with or teaches maths

mental health (n) [U6]: the health of your mind; how happy you are

metro (n) [U1]: an underground railway in a city

microwave (n) [U2]: a machine that cooks food very quickly using special waves

mindfulness (n) [U6]: being able to relax by calmly thinking about your feelings and q what is around you at the moment

monument (n) [U1]: something that people build to remind us of an important person or event

#### n

negative (adj)[U6]: seeing only bad things

neighbourhood(n)[U3]: a small area of a city, or the people who live there

nephew (n) [U3]: your brother or sister's son

noticeboard (n) [U3]: a board that people put on a wall to put messages on

#### o

order(n)[U2]: when a customer asks someone to send, bring or make something for them

organiser (n) [U5]: someone who organises or plans an event

#### p

passenger(n)[U1]: someone who is travelling on a plane, train, car, etc. and is not driving it

password (n) [U2]: a special, secret word that you must write or say before you can use a computer or go into a place

past (prep)[U1]: go as far as a place and then continue

pavement (n) [U3]: the part that you walk on in a city that is next to a road

peaceful (adj)[U1]: calm and quiet

platform (n) [U1]: the area in a station where you get on or off a train

plug in (v)[U2]: connect equipment to electricity

positive (adj)[U6]: seeing only good things

pottery(n)[U1]: pots, plates, cups, etc. that are made from clay

quarter-finals(n)[U5]: the part of a competition when there are only eight teams or people in it

raft (n)[U4]: pieces of wood that are put together so they can float on water

relax(v)[U6]: become more calm and less worried, or make someone feel this

result(n)[U4]: the final number that people or teams get at the end of an exam or sports match

role model(n)[U5]: someone that you want to copy because you respect them

#### s

- sale (n)[U2]: a time when a shop sells things
   at a cheaper price than usual
- scholarship (n) [U5]: money that a university or school gives to someone to pay for their education
- secret (n)[U6]: something that you do not want other people to know sequel (n)[U4]: a book, film, play, etc. that continues the story of an earlier one, usually made or written by the same person
- sequel (n) [U4]: a book, film, play, etc. that continues the story of an earlier one, usually made or written by the same person
- smart (adj)[U2]: using computers or the internet to make something work better
- snorkel(v)[U4]: swim using equipment that allows you to breathe while your face is under the water
- social life (n) [U6]: the time you spend enjoying yourself with other people
- social network service (n) [U3]: a website that allows you to communicate and share information with people in your area
- speaker: (n) [U2]: equipment that you connect to or is part of a phone, radio, computer, etc. so that you can listen to it
- special offer(n)[U2]: something that is a
   good price or free to encourage people
   to buy it
- spectator(n)[U5]: someone who watches a sport or an event
- speech(n)[U5]: a talk that someone gives
   to a group of people
- sports champion (n) [U5]: a person who wins a sports competition
- staff(n)[U5]: the group of people who work somewhere

- straight on (adv) [U1]: in a forward direction, not left or right
- support: (v)[U6]: help and encourage
   someone
- surprised (adj)[U3]: if you are surprised, you do not expect something and it seems strange or unusual
- survey(n)[U3]: a group of questions that you ask people to find out information about something

#### 1

- timetable (n)[U1]: a list of times or dates that show when something will happen
- tournament (n) [U5]: a competition in which many players or teams take part
- traffic (n)[U1]: the cars, lorries, motorbikes, etc. that use a road
- tram (n) [U1]: a form of transport that uses rails like a railway to travel along roads, usually in cities
- turn left/right(v)[U1]: move, drive or go to the left or the right
- turn off (v) [U2]: make a machine stop working
- turn on (v) [U2]: make a machine start working

#### u

- understanding (n) [U6]: showing that you understand a person's feelings and situation
- upset (adj) [U6]: unhappy because something bad has happened

#### 1

valley (n) [U1]: an area of land between two hills or mountains

#### W

wooden (adj) [U2]: made of wood

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Farouk for p10; Mahmoud Batran for p11 1; Dina Galal for p11 3; Nyo09 for p11 4; Giovanni Zacchini for p11 5; Petr Malyshev for p12 1 and p20 kettle; S\_Photo for p12 2; Ruslan Ivantsov for p12 3; MDGRPHCS for p12 3,000LE laptop; Tatiana Popova for p12 7,000LE laptop; Sorbis for p13 electronics shop; fotoslaz for p13 a; Balu for p13 b; Maksym Bondarchuk for p13 c and p14 headphones; Imre Forgo for p13 tv with speakers; Niks Evaldsfor p14 smart speaker; Oleksandr\_Delyk for p14 microwave; ifong for p14 and p81 laptop; Krakenimages.com for p16, p58, and p51 girl 1; hemro for p18 a; Tom Black Dragon for p18 b; Zzvet for p18 c; Svitlana Belinska for p18 d; Rido for p19 woman; George Dolgikh for p20 coffee machine; pixfly for p21 1; Song about\_summer for p21 2; ducu59us for p21 3; arslaan for p21 4 and p84 speaker; eggeegg for p21 5; AlexLMX for p21 6; Olga Vasilyeva for p22 1; Monkey Business Images for p22 2, p49 Haytham, p54 1, p106 Nader and p108; Juanan Barros Morenofor p22 3; Rawpixel.com for p22 6 and p101 4; Ayoub kayor for p23 3; Edler von Rabenstein for p23 4; Anton\_Ivanov for p24 village; Vector Tradition for p24 newspaper; tools12 for p24 and p37 couple; Decent Life Initiative; keem ahmed for p25; Emagnetic for p26 noticeboard; Atstock Productions for p26 meeting; Terelyuk for p26 radio host; Bert Flint for p27 graffiti; Bezuglova Evgeniia for p27 woman; AVN Photo Lab for p28-9 background; David Peter Robinson for p28 houses; Thomas Bethge for p28 books; Africa Studio for p31 and p61 boy and p54 6; Cat Downie for p32; MaryMistan for p34 horse riding; Dane Gillett for p34 snorkelling; Vlad Teodor for p34 plane; Christian Bertrand for p34 been to a football; AnaWhite for p34 instrument; Dmytro Zinkevychfor p34 orphanage; muratart for p36 plane; fizkes for p19 man, p36 Talia and Grandmother, p109 excited woman and video calling and p115 anxious teen; Imascaretti for p38 village; Lara Ezhkova for p38 Azza; OSTILL is Franck Camhi for p38 Wael; H. Ko for p39 Salma; Sean Xu for p40 forest; Holger Kleine for p40 raft; Chemari for p42 Munir; waldru for p43; abriendomundo for p44 a; Flamingo Images for p44 c; Rocketclips, Inc. for p44 d; Dragon Images for p44 e and p87; SeventyFour for p44 f; antoniodiaz for p44 g; dotshock for p44 h; Santiago Cornejo for p45; andrey 1 for p46 train; nikkytok for p48 trophy; Daniel M Ernst for p48 Judy and Ava; RemarkEliza for p48 guitar; BestPhotoPlus for p51 girl 2; C-You for p53 tennis; Antonio Guillem for p54 2; Syda Productions for p54 3; Lordn for p54 4; Luis Molinero for p5; LightField Studios for p55 boys and p86; insta photos for p55 girl; guteksk7 for p55 phone; NuSiKo for p55 app; Martin Novak for p56 girls; MrWinn for p56 boy; Max Ksenofontov for p57 chess; Flotsam for p57 girls; G-Stock Studio for p59; Sergey Nivens for p60 mindfulness; EpicStockMedia for p60 girl; Pheelings media for p61 girls; belyaev.photo for p62 Dalia; Roman Samborsky for p62 boy; Photographee.eu for p62 girls; 61 LOZA 61 for p64 wheelchair; Kapustin Igor for p64 maths; Kamira for p65 Oxford; Watchares Hansawek for p70; sandyman for p71; Fotokon for p72 aquarium; Sun\_Shine for p73; Art Konovalov for p74 bus; freedom100m for p74 timetable; Denis Belitsky for p75 valley; Javen for p75 Sydney; Ryzhkov Oleksandr for p76 pool; Orhan Cam for p76 museum; Nawalescape for p77; Popova Valeriya for p79 kitchen; zhu difeng for p80 sale; Lefteris Papaulakis for p82 statue; Khaled ElAdawy for p82 pot; Hurst Photo for p84 microwave; StoryTime Studio for p85 Karim; Olesia Bilkei for p85 Huda and Lama; A\_Lesik for p88 and p96 handball; Marwa Elsayed for p89 ticket; Peter is Shaw 1991 for p89 factory; n\_defender for p90; FTiare for p92 1; Tanasan Sungkaew for p92 2; Fernanda\_Reyes for p92 3; Tatiana Chekryzhova for p92 4; CoolPhotoGirl for p94 kettle; Creativesam for p94 boys; Skycolors for p95 plane; Elnur for p95 ironing; Rob Marmion for p96 couple; Oksana Klymenko for p96 painting; Sven Hansche for p97 Athens; Ingrid Prats for p97 fish; Simol1407 for p98 kayak; fran\_kie for p98 fishing boat; Galinka for p99 Karim; Alexandre Rotenberg for p99 windsurfers; Vitalij Teresesuk for p100 Manchester; Ebtikar for p23 2 and p100 Tarek; rSnapshotPhotos for p100 baby; Olga Danylenko for p101 1; northallertonman for p1012; Andrey\_Popov for p1013; Odua Images for p101 piano playing; zhangyuqiu for p102 bridge; Poznyakov for p102 violin playing; Homo Cosmicos for p103 village; Savvapanf Photo for p104 plane; Oleg Znamenskiy for p104 pyramids; lazyllama for p105 Olympic flag; Zholobov Vadim for p106 volunteering; New Africa for p110 boy; Evgeniy Kalinovskiy for p110 girl; Daolauong Kamkhom for p111 waterfall; Free Belarus for p111 yacht; Daisy for p112 mindfulness; Bachkova Natalia for p112 bird; Nate Hovee for p113 Canada; Marian Fil for p113 Mazin and Mother; Mohamed Elkhamisy for p114; AlessandroBiascioli for p115 three girls; Kongsak for p116 lunch; Jessika Knaupe for p116 Australia; MikeDotta for p117 Cairo Airport; jeff gynane for p117 cave

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